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ABSTRACT

The publication was prepared to assist Montana school personnel in initiating, developing, and implementing effective K-12 guidance and life career development programs. It contains a rationale, selected theories of career development and occupational choice, domains, concepts, goals, objectives, and implementation procedures for establishing a guidance counseling and placement center. Guidelines are provided for exploring four domains: self, world of work and leisure, career planning, and basic studies. Each of the four sections specifies developmental goals and activities for primary, elementary, intermediate, and secondary levels. Each activity outline presents goals, an overview, and suggestions for implementation, and specifies the role of others. Topics include career models, sex role stereotypes, business and industry visits, community resources, decision making skills, life style, educational needs, and placement procedures. Program implementation procedures discussed are: personnel involvement, guidance delivery systems, steps in implementation; the use of committees and inservice workshops and a program implementation system. Appended are: (1) a 30-page outline of program concepts, goals, and objectives; (2) plans for a career guidance counseling and placement center; (3) followup survey forms and questionnaires; and (4) an annotated list of resources and references. (MW)

# THE LIFE CAREER DEVELOPMENT PROGRAM

## Guidelines For Organization

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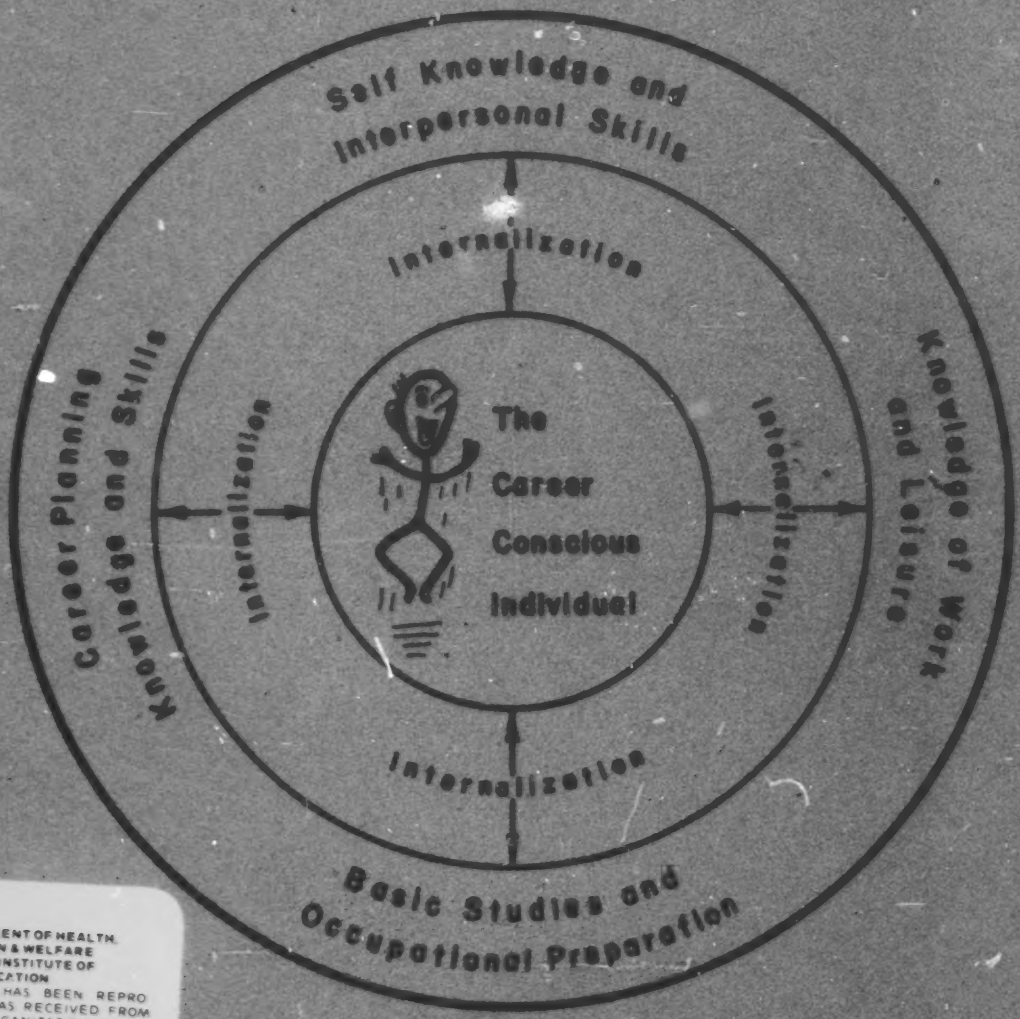


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## GUIDANCE BASED

Prepared by Helena Public School Personnel, Helena Montana, in Cooperation with The Career Guidance and Placement Project University of Missouri, Columbia.

May 1974

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FOREWORD

This publication was developed by Helena Public School personnel, Helena, Montana in cooperation with Dr. Norman Gysbers, Director of the Career Guidance Counseling and Placement Project University of Missouri, Columbia, through a grant (OEG-0-71-4663) from the U. S. Office of Education, Bureau of Occupational and Adult Education. The committee members responsible for this publication were:

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MAY 1974

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# INTRODUCTION

This publication was prepared to assist Montana school personnel in initiating, developing and implementing effective guidance and life career development programs. The publication was developed by Helena Public School staff in cooperation with the Career Guidance Counseling and Placement Project, University of Missouri, Columbia.

The publication contains a rationale, selected theories of career development and occupational choice, domains, concepts, goals, objectives, procedures for establishing a counseling guidance and placement center, suggested follow-up survey forms and a bibliography. This model is not intended to be all inclusive and should be considered as only one resource in establishing Life Career Development programs to meet local needs.

It is not the intent of the writers to imply that school counselors should have the sole responsibility for the career development program nor that career development is their only function. However, the writers feel that the counselor should coordinate the career development program but that the responsibilities for implementation be carried out by the total school staff and the community.

We are hopeful that counselors and others throughout Montana will find this publication useful in developing programs to more effectively meet the needs of students.

Finally, we will appreciate receiving comments and suggestions relative to the value of this publication from practitioners in the field. Please address your comments to: Jim Fitzpatrick, Director, Career Education, Helena Public Schools, Capital High School, Helena, Montana 59601.

Jim Fitzpatrick
Committee Chairman

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PART I

## Life Career Development
## A Rationale

For the past three decades this nation has experienced dramatic change that will affect our nation's social, economic and educational institutions for decades to come. This change has affected the structures and values of society and the world of work, both structionally and occupationally. Unfortunately, we may not fully realize the scope of the challenge for years to come, but its dimensions are clear enough to call for a massive response from the school and community. Administrators, teachers, counselors and the public must work cooperatively in developing effective career development programs if the needs of our students are to be met. To do less can damage the lives of our most precious resource - the young people of Montana.

### Changes in Society and the World of Work

Montanans are aware of the many changes this state and nation has experienced in recent years and recognizes the challenge for tomorrow. In addition to the changes in society, the world of work has changed tremendously. Business and industry have become increasingly complex, our population is urbanized and highly mobile and our young people have greater choice of careers than ever before in history. Also, our population continues to increase. By the year 2000, it has been estimated that our population will exceed 300 million persons. This means that there will be more young people and more competition for jobs. Further, today's technical society requires each individual to spend more time in preparing for work. Finally, the work week is being shortened and persons are retiring earlier and living longer.

### The Current Status

Many of our young people lack the basic skills necessary to enter the labor market and have had little experience in decision making and career planning and lack sufficient knowledge about securing available jobs. They have had little opportunity to develop the attitudes and discipline necessary for job success and satisfaction. Too frequently, they are unfamiliar with the tools and materials and are deficient in cognitive and manipulative skills required in the job world. Unfortunately, many of these young people report for jobs with unrealistic expectations and soon find themselves in the ranks of the unemployed.

### How Montanans View Occupational Orientation and Vocational Preparation

Montanans recognize the need for life career development programs as evidenced by the following statements contained in the publication entitled Basic Quality Education, an Interim Report.[1] These statements were collected in 38 meetings held throughout Montana from the 1121 participants.

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1 Basic Quality Education, An Interim Report. Board of Public Education, State of Montana February 1974.

The school traditionally being a scholarly institution must never lose sight of the fact that ultimately students must find a vocational experience that allows them to achieve the fundamental material wants, social acceptance and a feeling of human values.

Schools should

- provide a broad education which exposes the student to job opportunities.
- assist the student in establishing creative directions and vocational goals.
- give the student the opportunity to acquire enough skills and tools to achieve a career objective.
- develop within each individual an appreciation for the world of work.
- help you learn what you want to do in life.
- provide the student with guidance and direction for a vocation.
- provide an exposure to career choices; the skills needed in order to get and hold a job.
- provide vocational awareness and preparation so that a student will be productive to society.
- provide information regarding scholarships available for further education.
- prepare a student to make a living.
- provide students with enough knowledge so that upon graduation they can either go out and get a good job or go to a post secondary institution.

Life Career Development

If these goals are to be met, and the needs of young people fulfilled, the educational community must assume greater leadership. Career development programs must be initiated and/or strengthened to assist all students in developing the attitude, skills and abilities necessary to live a meaningful and satisfying life. The program must be developmental, beginning when the child enters school and continuing throughout the individuals life. Although the responsibilities for conducting the program activities will be shared by school and community personnel, the counselor must coordinate the development of the program.

Career Guidance Counseling and Placement

Career Guidance Counseling and Placement is vital to an effective career development program. Career Guidance Counseling and Placement is an educational program for assisting individuals to develop self knowledge and interpersonal skills, life career planning and placement competencies, ability to make decisions, and knowledge of the work and leisure worlds. This program is also responsible for helping individuals understand and relate the meaning of basic studies and occupational preparation in their present and future lives.

Finally, it is clear that many persons are not adequately prepared to make wise career choices. Our youth ask "Who am I?" and "Where do I fit in?"

Career development programs inclusive of a strong counseling guidance and placement component can fill the need of these young people. Guidance focuses upon the individual as self, his self understanding and his understanding in relation to himself. The counselor can and must aid all individuals to see themselves, help them define their abilities and limitations, how to better interact with others, and provide them with knowledge about the work and leisure world. In doing this our youth can better plan for their needs, understand their values and find a rewarding and satisfying life.

# Part II

Theories of

# CAREER DEVELOPMENT

# PART II

## THEORIES OF CAREER DEVELOPMENT AND OCCUPATIONAL CHOICE

The purpose of this section is to provide counselors with a brief overview of some of the major theories of career development and occupational choice. No attempt has been made to contrast or compare any of these theories. Most counselors are already familiar with them but a review of the major components and commonalities will be beneficial in establishing goals, objectives, approaches and activities in the Life Career Development Program. Persons desiring additional information about these and other theories should consult the bibliography section of this publication.

As we assist our students in making vocational plans and choices we operate from the standpoint of some theory of vocational choice or development. Whatever the theory, it expresses a hypothesis, belief or expectation concerning the way vocational plans are made. Therefore, counseling implies a belief that decisions are influenced by what the counselor says or does or what happens to the client in the counseling relationship.

In general, scientific attempts to develop theories to account for the phenomena of vocational behavior are in the infancy stage. It is practically impossible to clearly define what constitutes a career development theory. There appears to be universal agreement that all theories of career development and occupational choice have been formulated to explain how individuals choose occupations and why they select and eventually enter different occupations.

Theories of career development and occupational choice range from those that describe to those that explain. In essence, a theory is supported by more evidence than a general principle, but it is less firmly established than a law.

In order to develop a comprehensive theory, the theorist: (1) collects data; (2) extrapolates theory from the facts obtained; (3) tests the hypothesis derived from the theory; and (4) revises, modifies and reconstructs, or adapts the theory in accordance with the empirical data.

The procedures outlined above are usually referred to as the heuristic influence of a theory. This means that the theory promotes additional research by suggesting ideas and stimulating curiosity by other researchers.

Because of the numerous theories of career development and occupational choice, it is impossible to review all of them in this publication. Many of these are relatively similar. They emphasize the same kinds of critical agents and periods. As Osipow pointed out in 1968, "the major differences between the theories are differences of emphasis". Theories of career development and occupational choice may contain elements of the following groupings: trait factor, developmental, psychoanalytic, personality, motivational and general approaches.

A review of several major career development and occupational choice theories follows: These include, Ginzberg, Axelrad, Herma and Ginsburg, Super, Holland, Roe, O'Hara and Hoppock.

GINZBERG'S THEORY OF OCCUPATIONAL CHOICE

Ginzberg and his associates, Ginsberg, Axelrad and Herma, are usually credited with publishing the first comprehensive theory of vocational behavior. They are recognized as introducing the developmental approach to occupational selection theory. The major points of their theory are outlined below:

1. Occupational choice is a process, generally irreversible and compromise is an important part of every choice.

2. The process of occupational decision should be analyzed in three stages: fantasy, tentative choice and realistic.

Fantasy Stage - (age 6-11)

- During this stage the child makes choices without awareness of the barriers that stand in the way. The child believes that he can become whatever he wants to become.

- The child selects work on the basis of pleasure and activities that are fun to do.

- The child makes arbitrary choices and without references to reality, abilities and potentials.

Tentative Stage - (age 11-17)

- This stage is characterized by the recognition of the problem of deciding on a future occupation.

- The tentative stage is further divided into four stages: interest, capacity, value, and transition.

Realistic Stage (begins at about age 18)

- This stage is comprised of the following substages: exploration, crystallization and specifications. During this stage the individual recognizes that he must work out a compromise between what he wants and the opportunity available to him.

SUPER'S THEORY OF VOCATIONAL DEVELOPMENT

Super's comprehensive theory consists of the following propositions:

- People differ in their abilities, interests and personalities.

- They are qualified, by virtue of these characteristics, each for a number of occupations.

- The process may be summed up in a series of life stages.

- The nature of the career pattern is determined by the individual's parental socioeconomics level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

- Development through the life stages can be guided.
- The process of vocational development is essentially that of developing and implementing a self concept.
- Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values.
- The process of compromise between individual and social factors, between self-concept and reality, is one of role playing.

## HOLLAND'S THEORY OF VOCATIONAL CHOICE

Holland's Theory assumes that the individual at the moment of vocational choice is the product of interaction of his heredity and a variety of cultural and personal forces. These forces include the individuals peers, parents,"significant adults",social class, American culture, and the physical environment. As a result of this experience the individual develops a hierarchy of methods to deal with the environmental tasks. These are referred to by Holland as the individual's adjustive orientation. During the process of selecting a vocational choice, the individual searches for situations (occupational environments) which satisfy his hierarchy of adjustive orientations. The following parallel classification system outlines Holland's personality types and environmental models.

HOLLAND'S PERSONALITY TYPES AND ENVIRONMENTAL MODELS

| Personality Types* (Model Personal Orientation) | | Environmental Models* (Occupational Environments) | |
|---|---|---|---|
| Type | Description | Type | Typical Occupations |
| Realistic - | Enjoys activities requiring physical strength, aggressive; good motor organization; lacks verbal & interpersonal skills; prefers concrete to abstract problems; unsociable, etc. | Realistic - | Laborers, machine operators, aviators, farmers, truck drivers, carpenters, etc. |
| Intellectual - | Task oriented, "Thinks through" problems; attempts to organize and understand the world; enjoys ambiguous work tasks and intraceptive activities; abstract orientation; etc. | Intellectual - | Physicist, anthropologist, chemist, mathematician, Biologist, etc. |
| Social - | Prefers teaching or therapeutic roles; likes a safe setting; possesses verbal and interpersonal skills; socially oriented; accepting of feminine impulses; etc. | Social - | Clinical psychologist, counselor, foreign missionary, teacher, etc. |

HOLLAND'S PERSONALITY TYPES AND ENVIRONMENTAL MODELS

| Personality Types* (Model Personal Orientation) | | Environmental Models* (Occupational Environments) | |
|---|---|---|---|
| Type | Description | Type | Typical Occupations |
| Conventional | - Performs structured verbal & numerical activities & subordinate roles; achieves goals through conformity. | Conventional | - Cashier, statistician, bookkeeper, administrative assistant, post office clerk, etc. |
| Enterprising | - Prefers verbal skills in situations which provide opportunities for dominating, spelling, or leading others. | Enterprising | - Car salesman, auctioneer, politician, master of ceremonies, buyer, etc. |
| Artistic | - Prefers indirect personal relationships, prefers dealing with environmental problems through self-expression in artistic media. | Artistic | - Poet, novelist, musician, sculptor, playwright, composer, stage director, etc. |

ROE'S EARLY DETERMINANTS OF VOCATIONAL CHOICE

Roe suggested some hypothesis about the relationship between early experience and some of the factors which affect the ultimate vocational selection of the individual. In 1957, Roe offered a theory to explain the relationship between childhood experience, and vocational behavior. Below are some major highlights of Roe's Theory:

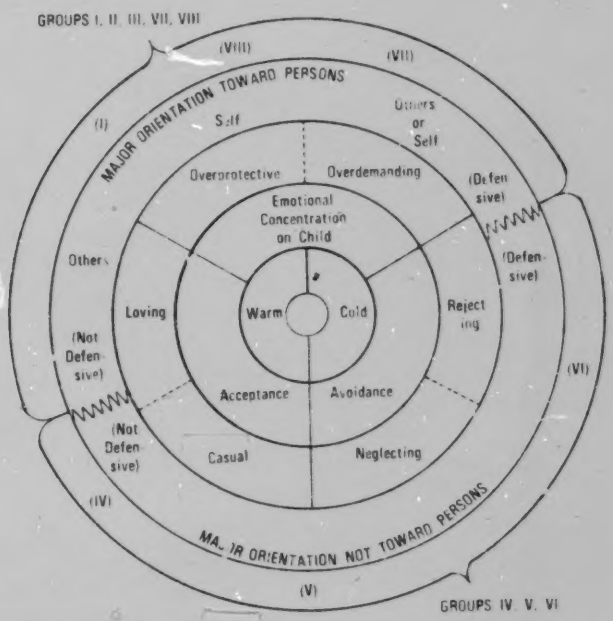
1. Roe accepted Maslow's hierarchy of needs which she arranged in the following order:

   a. Physiological needs.
   b. Safety needs.
   c. Need for belongingness and love.
   d. Need for importance, respect, self-esteem, independence.
   e. Need for information.
   f. Need for understanding.
   g. Need for beauty.
   h. Need for self-actualization.

Based on the studies conducted by Roe, the emotional climate in the home is of three types: emotional concentration on the child, avoidance of the child, or acceptance of the child. As the child experiences a particular emotional climate, he will develop basic attitudes, interests, and capacities. These will be given expression in the adult's life, in his personal relation's, emotional reactions, activities, and in vocational choice. In summary, Roe

*Source: J. Zaccaria; Theories of Occupational Choice and Vocational Development. Boston; Houghton Mifflin, 1970, p.44

devised the following diagram which she referred to as "Behavioral Variations and their Relationships". The groups referred to in the diagram are as follows: Group I, Service; II, Business Contract; III, Organizations; IV, Technology; V, Outdoor; VI, Science; VII, General Cultural; VIII, Arts and Entertainment.




RESOURCE: Anne Roe, "Early Determinants of Vocational Choice." Journal of Counseling Psychology. 1957.

O'HARA'S LEARNING THEORY AND CAREER DEVELOPMENT

O'Hara views career development as a learning process and consequently that changes in vocational behavior is the result of cognitive change. As a result, O'Hara fosters the proposition that the career development of individuals can be facilitated by involvement in those learning situations having occupational implications.

HOPPOCK'S COMPOSITE THEORY

To formulate a composite theory, Hoppock has drawn from many theories of career development and occupational choice. The following postulates outline his theory.

1. Occupations are chosen to meet needs.

2. The occupation that we choose is the one that we believe will best meet the needs that most concern us.

3. Needs may be intellectually perceived, or they may be only vaguely felt as attractions which draw us in certain directions. In either case, they may influence choices.

4. Vocational development begins when we first become aware that an occupation can help to meet our needs.

5. Vocational development progresses and occupational choice improves as we become better able to anticipate how well a prospective occupation will meet our needs. Our capacity thus to anticipate depends upon our knowledge of ourselves, our knowledge of occupations, and our ability to think clearly.

6. Information about ourselves affects occupational choice by helping us to recognize what we want and by helping us to anticipate whether or not we will be successful in collecting what the contemplated occupation offers to us.

7. Information about occupations affects occupational choice by helping us to discover the occupations that may meet our needs and by helping us to anticipate how well satisfied we may hope to be in one occupation as compared with another.

8. Job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by the ratio between what we have and what we want.

9. Satisfaction can result from a job which meets our needs today or from a job which promises to meet them in the future.

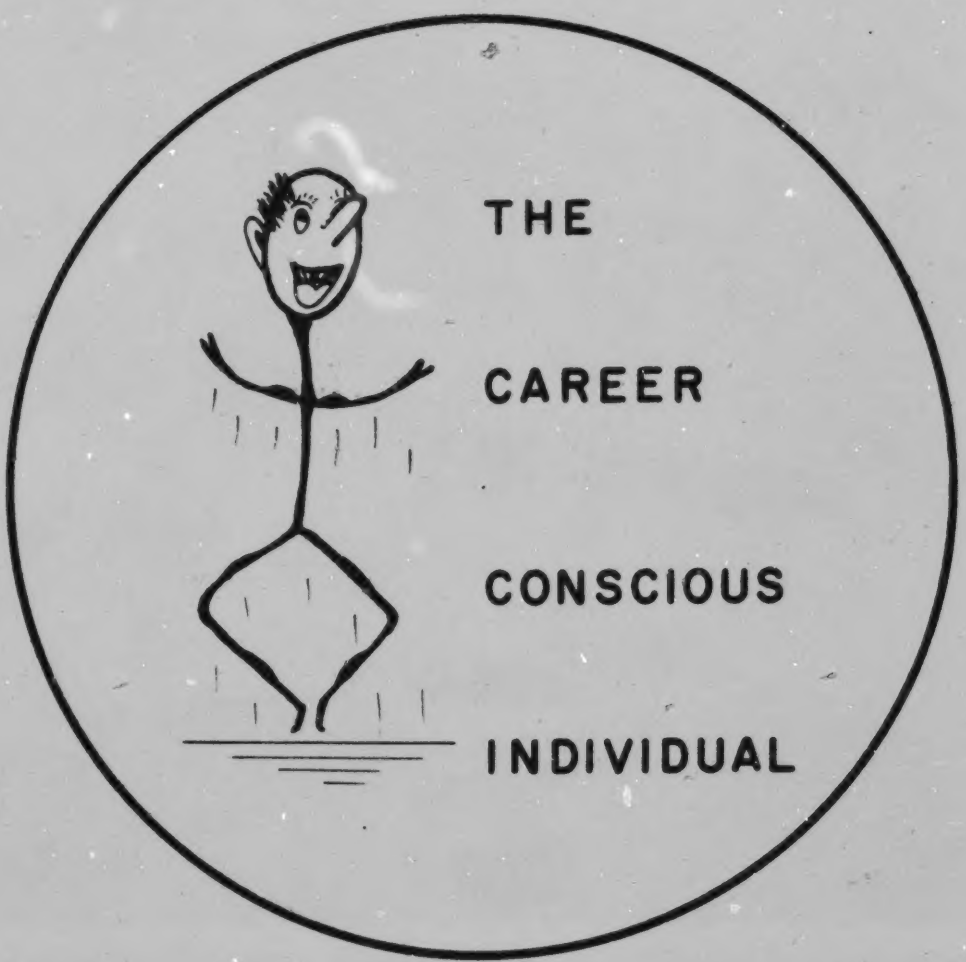
10. Occupational choice is always subject to change when we believe that a change will better meet our needs (Hoppock, 1967, pp. 111-112).

As stated earlier, the purpose of this section was to provide the counselor with an overview of some major theories of career development and occupational choice. Additional information about these and other theories may be obtained from the bibliography located in the back of this publication.

Part III

# LIFE CAREER DEVELOPMENT

An Overview



PART III

## LIFE CAREER DEVELOPMENT: AN OVERVIEW

This section is designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total development. Also, it is designed to create career consciousness in all individuals at all educational levels; to help them develop to assist them in visualizing possible career roles and to analyze and relate these roles to their present situations.

### LIFE CAREER DEVELOPMENT A DEFINITION

**Life:** Indicates that the focus is on the total person, on all aspects of his growth and development over the life span.

**Career:** Identifies and relates the many settings in which people find themselves-home, school community, the roles which they play, student worker, consumer, citizen, parent, and the events which may occur in their lifetime-entry job, marriage, and retirement.

**Development:** Indicates that people are continually changing over their lifetime. We are always in the process of becoming.

The Life Career Development program is based on the career conscious individual which includes a person's background, education, politics, insight, values, emotions, and philosophy. It is the whole person and his or her way of life. It is that by which the person creates his or her own life and thus creates the society in which they live.

### THE CAREER CONSCIOUS INDIVIDUAL

**Self:** Unique person
Total Life Style

**Others:** Interdependency, cooperation

**Education:** Understands purpose, see relationship between self, education and society.

**Work Tasks:** Challenge, proof of ability.

**Work Place:** Opportunity to achieve.

### BASIC DOMAINS OF LIFE CAREER DEVELOPMENT

1. Domain: Self Knowledge and Interpersonal Skills

In this domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of his domain involve:

- awareness and acceptance of self,
- awareness and acceptance of others.
- development of interpersonal skills.

2. Domain: Knowledge of Work and Leisure Worlds

The content and activities found in this domain emphasize an understanding of structure and basic dimensions of the world of work. The individual learns that:

- there are many occupations and industries which comprise the world of work and can be grouped in many ways.
- similarities and differences exist among work, workers, and work places.
- the basic dimensions of the worlds of work and leisure should be viewed in three perspectives; sociological, psychological and economic.

3. Domain: Life Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals:

- understand that decision-making and planning are important tasks in everyday life.
- recognize the need for life career planning.
- value planning.
- recognize the concept of change, space and time as these affect career planning.

4. Domain: Basic Studies and Occupational Preparation

This domain forms the basis of the instructional program. It is the largest component in terms of content and activities since it includes the core of a curriculum (English, social studies, mathematics, fine arts, physical and health education, foreign language and vocational-technical education. Preparatory education is viewed as a basic part of an individuals development but in interdisciplinary form. Basic Studies and Occupational Preparation provide:

- relevancy to the roles, settings and events of the person's total life career.
- interrelation between education, work and the leisure worlds.

DOMAINS AND CONCEPTS

The four domains previously outlined serve as the body of knowledge from which the Life Career Development program can be developed. In developing the Life Career Development program, concepts for each domain must be identified. For this purpose the brief listing below should be considered.

Domain: Self Knowledge and Interpersonal Skills

Concepts:

- an individual is unique.
- self development is a personal responsibility.

- an individual is influenced by his environment.
- as members of society, people interrelate.
- an individual is responsible for developing interpersonal relationships.
- self acceptance is an individual goal.

Domain: Knowledge of Work and Leisure Worlds

Concepts:

- there is a relationship between one's role in the world of work and the well being of society.
- knowledge of the structure of the world of work is important.
- leisure time is important to one's well-being.
- there are a variety of life styles.
- human relations skills and occupational skills are necessary in the world of work.
- work, leisure and life style are interrelated.

Domain: Life Career Planning Knowledge and Skills

Concepts:

- competency in decision making skills allows one increased freedom to control his own life.
- one's future is influenced by present planning.
- career planning requires consideration of alternatives.
- a changing society necessitates flexibility in career planning.
- recognition of values facilitates decision making.
- awareness of resources is necessary for effective career planning.

Domain: Basic Studies and Occupational Preparation

Concepts:

- an individual needs minimum competencies in order to function in a technical society.
- educational level influences one's occupational level.
- education and work are interrelated.
- education is continuous throughout one's life.
- personal goals are related to education.
- societal needs are reflected in education.

STEPS IN DEVELOPING THE LIFE CAREER DEVELOPMENT PROGRAM

Formulate concepts

A concept is a statement that identifies what has been determined as important. It is derived from the needs and values expressed by society. Refer to the concepts listed on the previous page.

Translate Concepts to Goals

A goal is a general statement indicating what one hopes to accomplish; it represents what individuals should possess in the way of knowledge, skills and/or attitudes. The concept "An individual is unique" may be translated into the goal: "For the individual to understand his abilities and limitations."

State goals as Developmental Goals

Developmental goals provide a frame of reference for goal attainment at each developmental level - K-3, 4-6, 7-9, 10-12. The goal "For the individual to understand his abilities and limitations" may be stated developmentally:

K-3 "For the individual to understand his abilities to perform specific tasks."
4-6 "For the individual to understand that his interests and aptitudes influence his activities."
7-9 "For the individual to understand the effects of health and physical development on his performance of tasks."
10-12 "For the individual to understand, accept and respect his own uniqueness as a result of learning, growth and maturation."

Translating Developmental Goals into Performance Objectives

A performance objective is a specific behavior an individual will be able to exhibit or demonstrate as a result of a particular learning experience. A performance objective for the K-3 development goal "For the individual to understand his abilities to perform specific tasks" might be: "The individual will identify ways in which he is unique."

Selecting Activities

Once the objectives have been determined, activities should be selected. Select activities that:

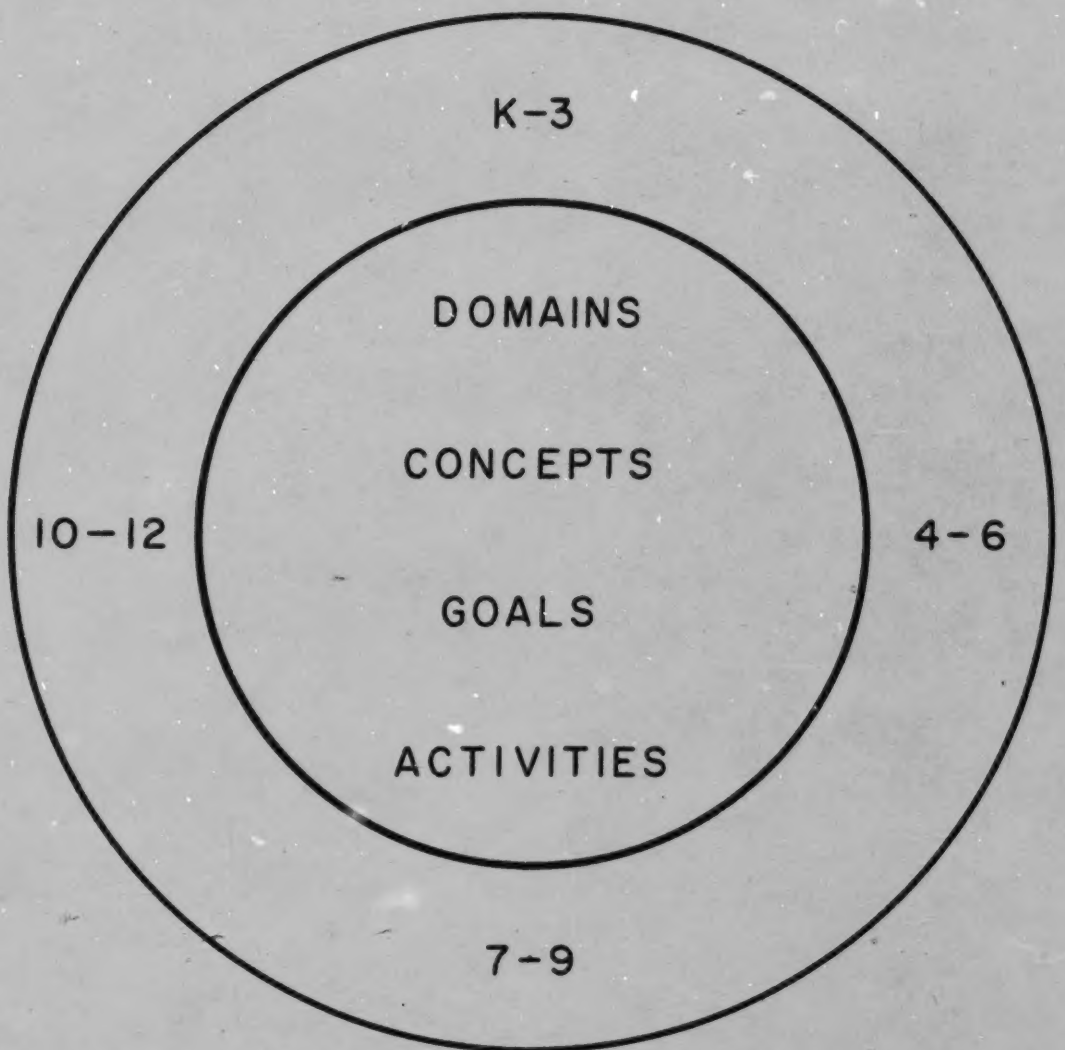
- have high probability of meeting the objective.
- can be achieved in accordance with the human and material resources available.

For examples of concepts, goals and activities, refer to the following section of this publication.

Part IV

# LIFE CAREER DEVELOPMENT

## Guidelines




Refer to Appendix A for additional concepts and goals.

# PART IV

## LIFE CAREER DEVELOPMENT GUIDELINES

### DOMAINS, CONCEPTS, GOALS AND ACTIVITIES FOR PROGRAM DEVELOPMENT

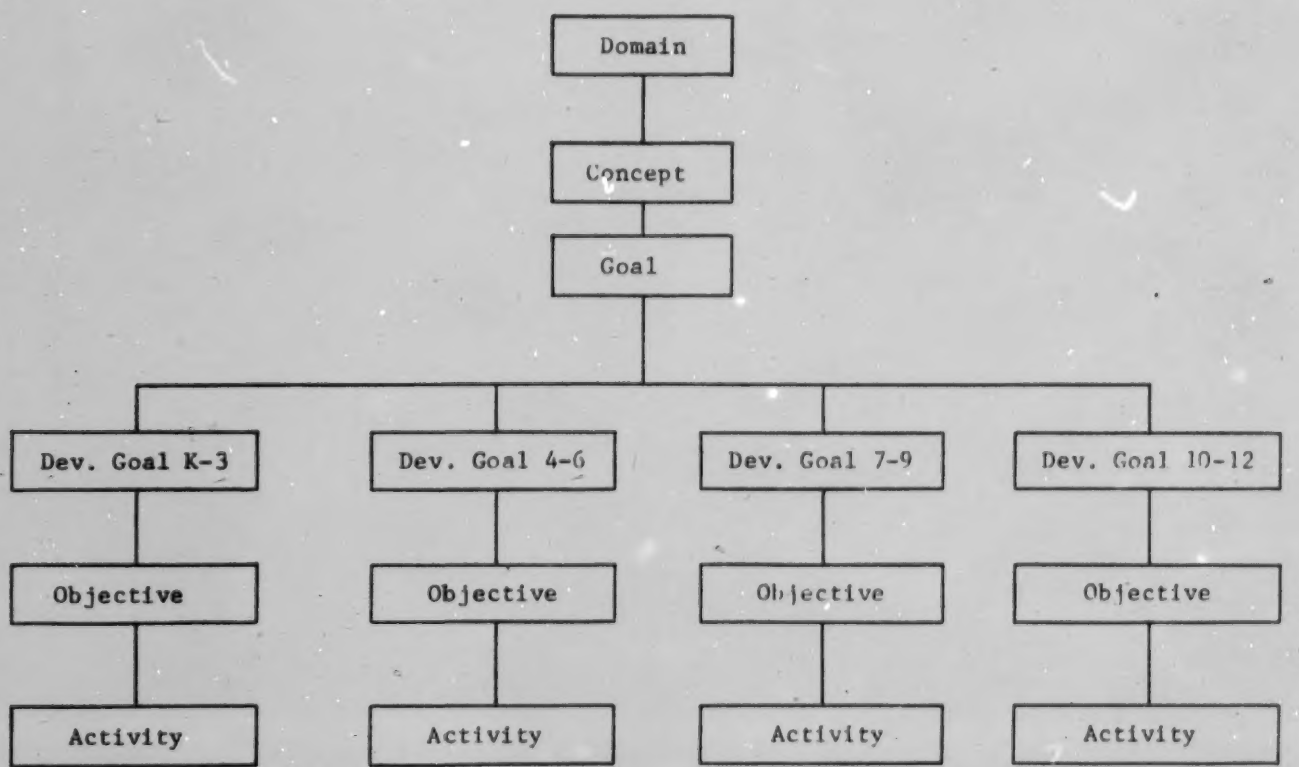
The specific purpose of this section is to demonstrate how goals and objectives from each domain may be transformed into meaningful activities for students.

This section is designed to provide the counselor and other school personnel with information for developing the Life Career Development Program.

For each of the four domains one concept has been selected to exemplify the transition from concept to activity.

A composite chart for each domain outlines the concept, goal and objective and activity at the following grade levels: K-3, 4-6, 7-9, 10-12. Chart A provides a graphic representation of information included on the cover page. For additional concepts, goals and objectives refer to Appendix A of this publication.

CHART A




Refer to Appendix A for additional concepts goals and objectives.

DOMAIN:

Self

Concept:

An individual is unique.

Goal 1.1:

For the individual to understand his aptitudes, abilities and interests.

| Dev. Goal 1.1: K-3 | Dev. Goal 1.1: 4-6 | Dev. Goal 1.1: 7-9 | Dev. Goal 1.1: 10-12 |
|---|---|---|---|
| For the individual to understand his abilities to perform specific tasks. | For the individual to understand that his interests and aptitudes influence his activities. | For the individual to understand the effects of health and physical development on his performance of tasks. | For the individual to understand, accept and respect his own uniqueness as a result of learning, growth and maturation. |
| Objective 1.11: | Objective 1.14: | Objective 1.13: | Objective 1.11: |
| The individual will identify ways in which he is unique. | The individual will describe ways in which his interests enter into his choice of activities. | The individual will identify possible relationships between occupations and physical attributes of an individual. | The individual will identify his strengths and consider these while developing post-secondary occupational plans. |
| Activity: | Activity: | Activity: | Activity: |
| DUSO Kit | Elementary School Employment Service | Career Models | Individual Advisement Program |

Refer to Appendix A for additional concepts, goals and objectives.

ACTIVITY: DUSO Kit
Grade Level K-3

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities and interests.
Dev. Goal 1.1: For the individual to understand his abilities to perform specific tasks.
Objective 1.11: The individual will identify ways in which he is unique.

OVERVIEW

The "Developing Understanding of Self and Others (DUSO) Kit" is a developmental guidance kit to be utilized by the classroom teacher or counselor in grades K-3.

DUSO is the first of two developmental kits based on the Adlerian model of psychology. The DUSO activities make extensive use of listening, inquiry, and discussion approaches to learning.

As the title indicates, the activities focus on developing an individual's understanding of himself as well as others.

Components of DUSO Kit D-1 are: storybooks, poster, records or cassettes, puppet and role playing cards, and puppets. The teachers manual offers excellent suggestions for using the kit.

IMPLEMENTATION

1. The counselor will organize and conduct staff development sessions to train the staff in the use of the DUSO Kit.

2. Following these sessions, the counselor will assist classroom teachers in implementing the DUSO Kit in their instructional programs.

3. The counselor will meet with the librarian and the music teacher to discuss their roles.

4. After program is initiated, the counselor will talk with classroom teachers to identify students who may benefit most from small group interaction. The counselor will establish and conduct the groups.

5. The counselor will determine and carry out follow-up and evaluation methods for the program.

Materials: "Development Understanding of Self and Others: D-1", American Guidance Services, Inc.

ROLE OF OTHERS

Classroom teachers: Implement DUSO in their instruction program.

Librarian: Provide supplementary reading material as designated in DUSO manual.

Music Teacher: Provide opportunity for students to learn DUSO songs.

ACTIVITY: Elementary School Employment Service
Grade Level 4-6

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities and interest

Dev. Goal 1.1: For the individual to understand that his interests and aptitudes influence his activities.

Objective 1.14: The individual will describe ways in which his interests enter into his choice of activities.

OVERVIEW

Provides students with work experience at a relatively young age and an opportunity to learn about rules of work through simulated job experience.

Elementary students are given the opportunity to assess their interests and apply and interview for job positions in the school structure: e.g., safety patrol, service squad, office helpers, lunch and cafeteria helpers.

IMPLEMENTATION

The counselor will initiate the elementary school employment service by organizing a committee of staff and students to carry out the following tasks:

-determining the kinds of jobs available, qualifications for specific jobs, interview and selection procedures, time limits, job transfer procedures, employment rules and regulations.
-developing necessary materials such as job advertisements, application forms, interview forms.
-scheduling procedures which permit students to leave classes to perform jobs.
-developing compensation system to be used to recognize student job performance.
-publicizing the employment service and encouraging participation.
-planning and conducting periodic evaluation to determine necessary modifications.

The counselor and the teachers will plan related classroom activities such as learning how to fill out applications and developing appropriate interviewing behaviors.

The counselor will recruit community resource people to participate, e.g., personnel managers to simulate interview situations.

ROLE OF OTHERS

Classroom teachers: support the employment service and provide opportunity for students to participate.

Non-instructional Staff: suggest ways they may utilize the employment service.

Administrators: provide space for employment service.

Community members: provide opportunity for simulation and role playing exercises.

Materials: Dictionary of Occupational Titles (source for exemplary job descriptions) Classified ads, job descriptions, application blanks, interview forms from local businessmen.

ACTIVITY: Career Models
Grade 7-9

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities and interests.
Dev. Goal 1.1: For the individual to understand the effects of health and physical development on his performance of tasks.
Objective 1.13: The individual will identify possible relationships between occupations and physical attributes of an individual.

OVERVIEW

Parents and community member volunteers will come to the class during a career related activity unit to model the uniform and/or equipment used in their jobs. They will demonstrate to the class the use of the equipment and explain why a uniform is necessary in their occupations. Emphasis will be given to the physical requirements of their job. If feasible, the students will be given the opportunity to operate the equipment.

IMPLEMENTATION

1. The counselor will be the speaker at community meetings to describe some of the career activities and units being experienced in the classroom.

2. Accompanying the counselor to these meetings will be volunteer parents who will demonstrate various work functions and describe their work to students.

3. The counselor will: (A) provide a form for those willing to serve as Career Models.

4. (B) compile the jobs of the volunteers into categories, meet with the volunteers, either in groups or individually, to discuss ways they might model their careers.

5. (C) recruit volunteers by sending home letters explaining to parents the Career Model program and asking for volunteers.

6. (D) work with teachers to discuss the variety of ways Career Models may be used in the classroom.

7. (E) The counselor and teachers will provide means of evaluating the Career Models in order to offer suggestions for improvement.

Materials: Forms and letters for volunteers.

ROLE OF OTHERS

Parents: volunteer their services.

Community Members: volunteer their services.

Classroom Teachers: provide opportunities for career models to visit classroom; assist in creating volunteer interest in the program; plan and prepare students for career model visits.

Students: suggest occupations they would like to know more about.

Materials: forms and letters for volunteers.

ACTIVITY: Individual Advisement Program
Grade Level 10-12

DOMAIN: Self

Goal 1.1: For the individual to understand his aptitudes, abilities and interests.

Dev. Goal 1.1: For the individual to understand, accept and respect his own uniqueness as a result of learning, growth and maturation.

Objective 1.11: The individual will identify his strengths and consider these while developing post-secondary occupational plans.

OVERVIEW

This program provides students with personal contact with a staff member for the purpose of personal assessment, planning and evaluation.

IMPLEMENTATION

1. The counselor and administrator will plan and organize the individual advisement program, e.g., deciding methods of advisor-advisee assignment, providing time within school day for contacts, staff development sessions and evaluation techniques.

2. The counselor will organize and conduct staff development sessions to introduce program to staff. Together counselor and staff will set global goals and objectives and discuss responsibilities of students and advisors. The counselor will familiarize staff with various assessment techniques, such as Hollands "Self Directed Search" and Crites' "Career Maturity Inventory," and occupational and educational materials available in Career Resource Center. All staff will participate in advisor/advisee assignment.

3. The counselor will provide staff members with continued assistance.

4. The counselor will act as a referral agent for students' specific needs.

5. The counselor will make provision for regular follow-up and evaluation activities.

ROLE OF OTHERS

Administrators: assist in planning and implementation.

Staff Members: carry out program.

Community Members: act as resources from advisement program.

Materials: Assessment instruments, occupational and educational materials found in Career Resource Center.

DOMAIN:

World of Work and Leisure

Concept:

Knowledge of the structure of the world of work is important.

Goal 2.2:

For the individual to understand that there are a wide variety of occupations which may be classified in several ways.

| Dev. Goal 2.2: K-3 | Dev. Goal 2.2: 4-6 | Dev. Goal 2.2: 7-9 | Dev. Goal 2.2: 10-12 |
|---|---|---|---|
| For the individual to understand that there are a wide variety of occupations in the world of work. | For the individual to understand characteristics which differentiate occupations. | For the individual to understand the various methods of classifying occupations. | For the individual to understand why occupations may be classified in various ways. |
| Objective 2.24: | Objective 2.21: | Objective 2.24: | Objective 2.23: |
| The individual will describe occupations found in his community. | The individual will identify ways in which occupations are similar. | The individual will construct a classification system for a list of occupations, basing the classification on criteria of his own choice. | The individual will describe the advantages of one classification system over another in a given situation. |
| Activity: | | | |
| Sex Role Stereotype | Business & Industry Visits | Occupational classification Systems Program | Community Resource Survey |

Refer to Appendix A for additional concepts goals and objectives.

ACTIVITY: Eliminating Sex Role Stereotypes
Grade Level K-3

DOMAIN: World of Work and Leisure

Goal 2.2: For the individual to understand that there are a wide variety of occupations which may be classified in several ways.
Dev. Goal 2.2: For the individual to understand that there are a wide variety of occupations in the world of work.
Objective 2.24: The individual will describe occupations found in his community.

OVERVIEW

Sexual stereotyping is begun before children enter school. School personnel can begin in the elementary school to eliminate sex role stereotypes.

As students begin their exploration of the world of work, they must view occupations in terms of tasks and interests involved rather than in terms of whether it is performed by male or female.

IMPLEMENTATION

The counselor will examine the attitudes and values displayed in working directly with boys and girls.

Staff members will meet together for the purpose of discussing sex stereotyping. This will genarate an exchange of opinions and suggestions.

The counselor and classroom teachers will utilize the suggestions to plan a developmental program designed to eliminate sex role stereotypes. Some suggested classroom activities are:

a. each student will identify tasks performed by various family members, compile findings on a chart and discuss the fact that most tasks can be performed by either male or female.
b. the class will invite several persons such as a telephone linewoman and a male nurse to visit the class. They will discuss with the students why they chose their occupation and problems they encounter.
c. students will take a walking or bus tour of their community noting persons performing specific tasks. Upon return to classroom, students will discuss occupations observed in terms of sex stereotyping.

The counselor and teachers will examine existing materials and evaluate new materials to include in program. A list of materials, resource persons and on-site visit possibilities will be made available to staff members.

Administrators, counselor and staff will study present extra-curricular activities to:

a. involve both boys and girls in present activities.
b. create new activities in which girls and boys may jointly participate such as, hiking, camping, and ecology projects.

Materials: "Little Miss Muffet Fights Back Bibliography" - See Appendix A.

ROLE OF OTHERS

Classroom Teachers: plan and implement program to eliminate sex role stereotypes.

Administrators: assist in implementation of program.

Librarian: order least sexist books and inform teachers of books available.

Physical Education Teacher: plan programs to include both boys and girls.

ACTIVITY: Business and Industry Visits
Grade Level 4-6

DOMAIN: World of Work and Leisure

Goal 2.2: For the individual to understand that there are a wide variety of occupations which may be classified in several ways.

Dev. Goal 2.2: For the individual to understand characteristics which differentiate occupations.

Objective 2.21: The individual will identify ways in which occupations are similar

OVERVIEW

These visits will provide students with the opportunity to observe workers in their functional settings. On-site visits provide an opportunity to expand one's base of information. The focus of these will be on the people and the tasks they perform rather than the product they produce. Business and industry visits may be organized around small groups as well as whole classroom groups.

IMPLEMENTATION

The counselor will survey businesses and industries to find those willing to participate in an on-site visitation program.

The counselor will contact each business and industry in person to discuss the variety of purposes of on-site visits.

The counselor will provide staff members with a listing of participating businesses and industries.

The counselor will work with teachers and students to consider the purposes to be accomplished by the visit.

The counselor and teacher will plan follow-up and evaluation activities.

ROLE OF OTHERS

Classroom Teacher: plan business and/or industry visits that will enhance instructional program.

Community Members: provide opportunity for Business and Industry Visits.

Activity: Occupational Classification Systems Program
Grade Level 7-9

DOMAIN: World of Work and Leisure

Goals 2.2: For the individual to understand that there are a wide variety of occupations which may be classified in several ways.

Dev. Goal 2.2: For the individual to understand the various methods of classifying occupations.

Objective 2.24: The individual will construct a classification system for a list of occupations, basing the classification on criteria of his own choice.

OVERVIEW

The purpose of this program is to provide information about the organization and classification of the world of work. A knowledge of classification systems brings the vast possibilities of the world of work down to a manageable and comprehensible size. Occupational classification systems such as The Dictionary of Occupational Titles, Bureau of Census Classification and Industrial classification will be utilized.

IMPLEMENTATION

The counselor will create a program designed to familiarize students with several occupational classification systems. The counselor will implement this program by working directly with students in the classroom. Discussion will center around how classifications are made, why classifications are necessary, and ways to utilize existing classification systems.

The counselor will organize and conduct a staff development session for the purpose of presenting the content of the Occupational Classification Systems program to the instructional staff. This will apprise staff members of the program so that they may plan related activities.

The counselor and administrators will work with staff members to plan class time for program implementation.

The counselor will plan follow-up and evaluation activities.

ROLE OF OTHERS

Classroom Teachers: participate in staff development session. Plan and implement related activities.

Administrators: assist in planning time for implementation of program.

Materials: Dictionary of Occupational Titles; Bureau of Census Classification; Job Family Booklets, Science Research Associates, 1965; "Occupational Clustering System"; Human Resources Research Organization; "Ohio Vocational Interest Survey"; Office of Education Clustering System.

ACTIVITY: Community Resource Survey
Grade Level 10-12

DOMAIN: World of Work and Leisure

Goal 2.2: For the individual to understand that there are a wide vareity of occupations which may be classified in several ways.
Dev. Goal 2.2: For the individual to understand why occupations may be classified in various ways.
Objective 2.23: The individual will describe the advantages of one classification system over another in a given situation.

OVERVIEW

The Community Resource Survey provides involvement on the part of students and members of the community in the exploration of the world of work.

Through actual interviews with local people in various work settings, students develop a current, highly relevant picture of the local job market. From these interviews students will classify information into a card file to be utilized in the Career Resource Center.

IMPLEMENTATION

The counselor will initiate the Community Resource Survey and stimulate teacher, student and community interest.

A letter will be sent by the counselor to resource people explaining the purpose of the survey as it relates to the total career guidance program.

The counselor and students will work together to develop interview procedures and forms to be used.

Students will select a specified number of community contacts and with the aid of the counselor will arrange interviews.

Following the interviews, the counselor will work with the students to organize a filing system.

The file will be placed in the Career Resource Center where it will be readily accessible.

Students and staff may make use of the resource file in several ways. For example:
a. to find sources for field trips
b. to locate persons in the community for classroom visits or interviews.
c. to identify sources for world of work exploration experiences.

The counselor and students will periodically update the file to ascertain whether resource persons are still interested in continuing as consultants, and to increase the number of resource people through additional community contacts.

Materials: List of possible community contacts such as:
1. parents
2. former students
3. membership listings of civic and union groups
Interview Forms

ROLE OF OTHERS

Classroom teachers: suggest possible contacts and utilize the Community survey file in their curriculum.

Community Members: participate in Community Survey and provide resource and on-site visit possibilities.

Students: plan and participate in initiating community contacts, establishing Community Survey file and updating the file.

Domain:

Career Planning

Concept:

Competency in decision making skills allows one increased freedom to control his own life.

Goal 3.1:

For the individual to be competent in decision making skills.

| Dev. Goal 3.1: K-3 | Dev. Goal 3.1: 4-6 | Dev. Goal 3.1: 7-9 | Dev. Goal 3.1: 10-12 |
|---|---|---|---|
| For the individual to understand the need to make decisions. | For the individual to understand how peer influence affects his decisions. | For the individual to evaluate the quality of his decision making. | For the individual to understand the influence of goals & values in the decision making process. |
| The individual will identify situations in which decisions are made | The individual will identify situations in which his behavior is determined by peer influence. | The individual will compare the ways in which he makes decisions with ways others make decisions. | The individual will describe the values & expectations significant others have for him and how these expectations affect his career plans. |
| Activity: Decision Awareness | Activity: FOCUS: Responding | Activity: Decision Making Module | Activity: Decision Making and Value Clarification Kits |

Refer to Appendix A for additional concepts, goals, and objectives.

ACTIVITY: Decision Awareness
Grade Level K-3

DOMAIN: Career Planning

Goal 3.1: For the individual to be competent in decision making skills.

Dev. Goal 3.1: For the individual to understand the need to make decisions.

Objective 3.11: The individual will identify situations in which decisions are made.

OVERVIEW

This module of activities provides students with opportunities to become aware that they make a multitude of decisions daily. Elements of decision making, such as planning, prediction and time concepts, will be included.

IMPLEMENTATION

The counselor and teachers will work together to create a module of activities to implement Decision Awareness in the classroom. Some suggested activities are:

a. Decision Charts: The class will develop a series of charts which depict decisions made during various time segments, e.g., from getting up to arrival at school; from beginning to end of recess; during lunch and from time school ends until dinner. In discussions students will become aware that the series of decisions they make differs from those others make.

b. Plan-A-Day: The class will work together to plan the classroom activities for a day. After the activities have been decided, the students will identify influences upon their decisions such as: which decisions had to be made immediately, which decisions were made by others for them, which decisions depended upon previously made decisions, and which decisions could have been made later in the day. They will discuss those decisions which were most difficult to make and why.

c. Life-Style Prediction: The class will be divided into small groups (3-6 students). Each group will decide on one occupation they find interesting. Together they will discuss and predict what type of life style a person in this occupation might have and will chart their predictions in terms of: hours on the job, home life, leisure activities, job responsibilities and duties, salary, and job entry requirements. The groups will check the accuracy of their predictions in one of a number of ways:
   1. Using the Community Resource File, obtain an address of a community member in the occupation. Send predictions to the Community Member and request a reaction to predictions.
   2. Contact the Community Members by telephone and report to the class the accuracy of their predictions.
   3. Invite the Community Members to the class to check the accuracy of their predictions.
   4. Check occupational information literature as to the accuracy of their predictions.

d. Evaluating Alternatives: Working in small groups the students will identify alternative ways of accomplishing a specific task. From their lists each group will select what they feel to be the best alternative. After the task is completed, the class will discuss reasons for their selection of alternatives.

The counselor will be available to assist the classroom teacher in the implementation of this program.

The counselor will plan small group activities for those students having difficulty with Decision Awareness.

The counselor will plan with classroom teachers and students methods for evaluating the program.

ROLE OF OTHERS

Classroom Teachers: work with counselor to plan, implement and evaluate Decision Awareness program.

Community Members: act as life-style models and respond to students' predictions.

ACTIVITY; FOCUS Kit (Stage Two: Responding)
Grade Level 4-6

DOMAIN: Career Planning

Goal 3.1: For the individual to be competent in decision making skills.

Dev. Goal 3.1: For the individual to understand how peer influence affects his decisions.

Objective 3.12: The individual will identify situations in which his behavior is determined by peer influence.

OVERVIEW

"FOCUS: Responding", like "FOCUS: Awareness" is based on Kathwohl, etc. al.'s Taxonomy of Educational Objectives, Affective Domain. Its purpose is to bring out the students' ideas about himself, others and his environment, to get him to think about them and to respond in a personally relevant way.

There are nineteen units dealing with such topics as feelings, family and peer relationships, problem solving and the world of work.

It is designed for use in the classroom by the classroom teacher, but may be utilized by other school personnel in small groups.

Components of the program are: filmstrips, story records, photoboards and comprehensive teacher's guide.

IMPLEMENTATION

The counselor will organize and conduct staff development sessions. If all three FOCUS Kits are to be implemented, staff development sessions may include all K-6 personnel.

Following the staff development sessions, the counselor will assist classroom teachers in implementing the FOCUS Kit in their instructional programs.

The counselor will meet with the librarian to discuss her role.

After program is initiated, the counselor will talk with classroom teachers to identify students who may benefit from small group interaction. The counselor will establish and conduct the groups.

The counselor will determine and carry out follow-up and evaluation methods for the program.

Materials: "FOCUS on Self Development--Stage Two: Responding," Science Research Associates.

ROLE OF OTHERS

Classroom Teacher: implement FOCUS into instructional program; aid in identification of students with specific needs.

Librarian: provide supplementary readings and audiovisual materials designated in FOCUS manual.

ACTIVITY: Decision Making Module
Grade Level 7-9

DOMAIN: Career Planning

Goal 3.1: For the individual to be competent in decision making skills.

Dev. Goal 3.1: For the individual to evaluate the quality of his decision making.
Objective 3.14: The individual will compare the ways in which he makes decision with ways others make decisions.

OVERVIEW

A module of activities which allows the student to practice the decision making process. The experiences will include simulating future and present decision making situations. Through group work the individual will be able to compare the way he makes decisions with the way others make decisions. The culminating ninth grade activity will be that the student will utilize decision making skills in planning for high school.

IMPLEMENTATION

The counselor will develop a module of simulated decision making activities. Some suggestions are:
a. Life Style Planning: Small groups of students (3-6) will plan a typical week in a hypothetical student's life.

This life style plan will include classtime, leisure activity, interaction with others, and daily responsibility.

Each group will plan a graphic presentation of their students' week, explaining how they used the decision making process in their group experience.
b. Educator-For-A-Day: In this activity, students assume the roles of school personnel for one day. Students must decide the role for which they will apply and why they feel they can fulfill that role. The counselor will work with the Student Government to establish and carry out procedures for this activity. These will include: methods of applying for positions, interviewing and selection procedures.

Those selected will plan with their role model the activities for the day. Three types of evaluation will culminate this activity: The students who assumed roles will evaluate their roles in terms of the advantages and disadvantages of that role as a future occupation for them. They will also identify decisions they made in fulfilling their role. Students in classes will evaluate activity in terms of their feelings about the "Educator-For-A-Day" activity.
c. Career Simulation: This activity will take place for a period of one week during which the student will project himself into the world of work. The student will simulate the role of a worker in terms of the following: interests, personality characteristics, aptitudes, training requirements, employment opportunity, and job entry procedures.

At the end of the week the student will reach a decision of acceptance or rejection of this worker role in terms of an occupational possibility for himself.

The counselor will plan with the instructional staff a time to implement this program.

The counselor will plan with students methods of evaluating this program.

ROLE OF OTHERS

Community Members: act as role models for simulation experience.

ACTIVITY: Decision Making and Value Clarification Kits
Grade Level 10-12

DOMAIN: Career Planning

Goal 3.1: For the individual to be competent in decison making skills.

Dev. Goal 3.1: For the individual to understand the influence of goals and values in the decision making process.

Objective 3.13: The individual will describe the values and expectations significant others have for him and how these expectations affect his career plans.

OVERVIEW

Several developmental kits have been published for the purposes of increasing decision making skills and to enhance value clarification.

Three kits have been selected for presentation in this activity. They are:

1. "Search for Values": The high school portion of the "Dimensions of Personality" series. Activities in the kit include a recording of daily value decisions in the form of a diary. Thus, students begin looking at their lives and the influence their values have on them. Individual as well as group activities are included.

2. "Career Decisions": This kit published by the J. C. Penney Co., aids students in becoming aware of the many influences upon job choice. Elements of occupational choice such as personal assessment, job attitudes, values and job market are examined.

3. "Deciding": Published by College Entrance Examination Board, this program is intended for use with junior and senior high school students to help them to learn more about themselves and about a systematic process for making decisions. Counselors, teachers, and other educators who wish to teach decision making will find this kit very helpful.

IMPLEMENTATION

To prepare himself for this activity, the counselor will familiarize himself with the suggested kits as well as other decision making and value clarification materials.

The counselor and administrators will plan and implement a staff development session.

The counselor and classroom teachers will plan individual classroom decision making and value clarification programs to be implemented.

The counselor will be available to assist teachers with specific implementation problems and/or to supply additional resources.

The counselor will organize small group activities for those students who need additional skills in the decision making process.

The counselor and classroom teacher will plan follow-up and evaluation activities.

ROLE OF OTHERS

Classroom Teachers: plan, implement and evaluate program for decision making and value clarification.

Administrators: plan staff development sessions with counselor.

Materials:
-"Career Decisions" Gelatt, Varenhorst, Carey.
-"Deciding" College Entrance Examination Board, 1972.
-Programs for Educational and Career Exploration (P.E.C.E.): University of Georgia, 1970.
-"Value Identification": Pupil Personnel Services Section, Minnesota Department of Education, 1972.
-"Search for Values": Pflaum/Standard, 1972.

DOMAIN:

Basic Studies

Concept:

Educational level influences one's occupational level.

Goal 4.2:

For the individual to understand that different occupations have different educational prerequisites.

| Dev. Goal 4.2: K-3 | Dev. Goal 4.2: 4-6 | Dev. Goal 4.2: 7-9 | Dev. Goal 4.2: 10-12 |
|---|---|---|---|
| For the individual to understand that there are a variety of educational levels. | For the individual to understand the different types of educational preparation required for various occupations. | For the individual to understand the relationship between levels of education and levels of employment. | For the individual to understand the necessary steps immediately following high school to fulfill his life career plans. |
| Objective 4.24: | Objective 4.23: | Objective 4.22 | Objective 4.23 |
| The individual will describe reasons for levels of education. | The individual will identify the various educational levels. | The individual will construct a table of various occupations, showing the corresponding levels of education necessary for each. | The individual will identify the various types of post-high school educational programs available to him that are most consistent with his goals. |
| Activity: | Activity: | Activity: | Activity |
| Life Style Exploration | Types of Schools Exploration | Educational Level Module | Post-Secondary Placement Procedures |

Refer to Appendix A for additional concepts, goals and objectives.

ACTIVITY: Life Style Exploration
Grade Level K-3

DOMAIN: Basic Studies

Goal 4.2: For the individual to understand that different occupations have different educational prerequisites.
Dev. Goal 4.2: For the individual to understand that there are a variety of educational levels.
Objective 4.24: The individual will describe reasons for levels of education.

OVERVIEW

This activity involves students in the exploration of a number of life styles in order that they may see how the level of education influences one's life style.

In examining various life styles, students will also become aware that there are a wide variety of family life styles, each varying in occupational and leisure time activities.

IMPLEMENTATION

The counselor will discuss the life style concept in terms of student awareness with the classroom teacher.

The counselor and teachers will plan activities and a time for implementation of a Life Style Exploration module. Suggested activities are:

a. Life Style Exploration: Students and teacher will discuss different family combinations such as:
-nonworking father, working mother
-working mother, no father
-single parent
The class will then make a list to match these family combinations with their family and other families they know. From this list, the students will decide on three or four examples of different life styles to be interviewed by the students.
The teacher will help prepare students for the visitors by reviewing good interview techniques (see Activity: Interviewing in this section) and elicit appropriate questions for each visitor, for example:
-Who works in the family?
-What preparation did you have for this occupation?
-What are your leisure time activities?
-Does your job affect your leisure time? How?
-Who cares for the children?
-who cleans house and cooks?
After interviewing the visitor, students will decide a follow-up activity:
-Draw a picture of the type of family interviewed and keep it in a Life Style Diary.
-Write a class experience chart.
-Write a personal reaction to each presentation.

b. Each student will check out a class cassette tape recorder to interview either one of their parents or an adult friend. The inter-

viewer might ask the following questions:
-What type of family did you grow up in?
-What influenced your choice of occupation?
-How much education does your job require?
-What do you do with your leisure time?
After the interview, each student will present his tape to the class.

Students and teacher will plan follow-up and evaluation activities for the Life Style Exploration module.

ROLE OF OTHERS

Community Members: serve as resources to be interviewed by students.

Parents: serve as life style resources for taped interviews.

Classroom Teacher: plan, implement, and evaluate the Life Style Exploration module with the Counselor.

ACTIVITY: Types of Schools Exploration
Grade Level 4-6

DOMAIN: Basic Studies

Goal 4.2: For the individual to understand that different occupations have different educational prerequisites.
Dev. Goal 4.2: For the individual to understand the different types of educational preparation required for various occupations.
Objective 4.23: The individual will identify the various educational levels.

OVERVIEW

Exploration of the various types of schools will enable the student to become aware of the many educational opportunities that exist. Developing an awareness at this age will offer students a wide range of alternatives from which to choose when making educational decisions at a later point in their lives.

IMPLEMENTATION

The counselor will discuss with the classroom teachers the various types of schools. The counselor will also provide the classroom teachers with available literature.

The counselor and classroom teachers will formulate activities to develop student awareness of the types of schools. Suggested activities are:

a. Using the yellow pages of a metropolitan area, the students will identify different types of schools. Individually or in groups, students will select a school to be explored. They will gain the following information:
-entrance requirements, e.g., age limits, educational background and references needed.
-programs offered
-length of programs
-cost of program
-jobs graduates are able to obtain.
After information has been obtained, presentations will be prepared to communicate findings to the class.

b. Each student will select an occupation to be explored in terms of education and skill requirements. Students will use community members and other resources, such as telephone book or catalogs, to discover the educational requirements for this occupation. The teacher will provide time to share information with the class.

c. Individually or in groups, students will select neighborhood workers to interview. The following information will be gained:
-skills required in occupation
-where skill is obtained
-how long did it take to learn skill
-previous experience necessary
-promotion requirements
After the information has been obtained, students will work together to compare and contrast various occupations and their educational requirements.

The counselor, teacher and students will plan follow-up and evaluation activities.

Materials: Metropolitan Area Yellow Pages
Educational Literature

ROLE OF OTHERS

Classroom Teachers: Plan, implement and evaluate program.

Community Members: serve as resources for interviews.

ACTIVITY: Educational Level Module
Grade Level 7-9

DOMAIN: Basic Studies

Goal 4.2: For the individual to understand that different occupations have different educational prerequisites.
Dev. Goal 4.2: For the individual to understand the relationship between levels of education and levels of employment.
Objective 4.22: The individual will construct a table of various occupations, showing the corresponding levels of education necessary for each.

OVERVIEW

This activity provides students with a comprehensive view of the world of work in terms of subject areas and educational level, e.g. what occupations exist for a high school graduate who is interested in science. It will enable students to become aware of the occupations available at a specific educational level.

Reference: The Teacher's Role in Career Development, Tennyson, et. al., APGA, 1971.

IMPLEMENTATION

The counselor will make two sets of occupational/educational level charts available to students and teachers in the Career Resource and Placement center.

The counselor and teachers will plan for the utilization of these charts in each subject area.

Each teacher will be responsible for utilizing the chart with students in their specific subject areas. Activities to be implemented include:
a. Introducing the chart to the class.
b. Reviewing the chart in terms of educational level.
c. Discuss occupations on the chart in terms of their interdependence and importance.
d. Having each student research those occupations in which he is interested.

The student will review the occupational/educational level charts available in the Career Resource and Placement Center for the purpose of becoming familiar with the charts not presented in any of his classes.

Each student will develop an occupational/educational level chart depicting occupations of interest to him.

Counselor, teachers, and students will discuss personal charts in classes.

Counselor, teachers and students will plan follow-up and evaluation activities.

Materials: two sets of "Careers Related to Subject Area" Charts, Minnesota Department of Education.

ROLE OF OTHERS

Classroom Teacher: plan and implement activities to utilize the occupational/educational level charts.

ACTIVITY: Post-Secondary Placement Procedures
Grade Level 10-12

DOMAIN: Basic Studies:

Goal 4.2: For the individual to understand that different occupations have different educational prerequisites.
Dev. Goal 4.2: For the individual to understand the necessary steps immediately following high school to fulfill his life career plans.
Objective 4.23: The individual will identify the various types of post-high school educational programs available to him that are most consistent with his goals.

OVERVIEW

Students need information to implement post-secondary plans. The counselor must be responsible for familiarizing students with procedures to be followed, for job entry or for additional training.

IMPLEMENTATION

The counselor will be responsible for the planning and implementation of this program. The program will be implemented in both large group activities and individual contacts with students.

In preparing students for job entry or additional training the counselor will conduct the following activities:

a. How to make intital contact:
   -by phone
   -in person
   -in writing
b. How to complete application forms
c. How to write a resume
d. How to prepare for an interview

The counselor will work individually or in groups with students to aid them in the implementation of their specific plans. This might include procedures for taking entrance examinations or taking students to the United States Employment Service (U.S.E.S.) Office.

The counselor and students will plan and implement evaluation and follow-up activities.

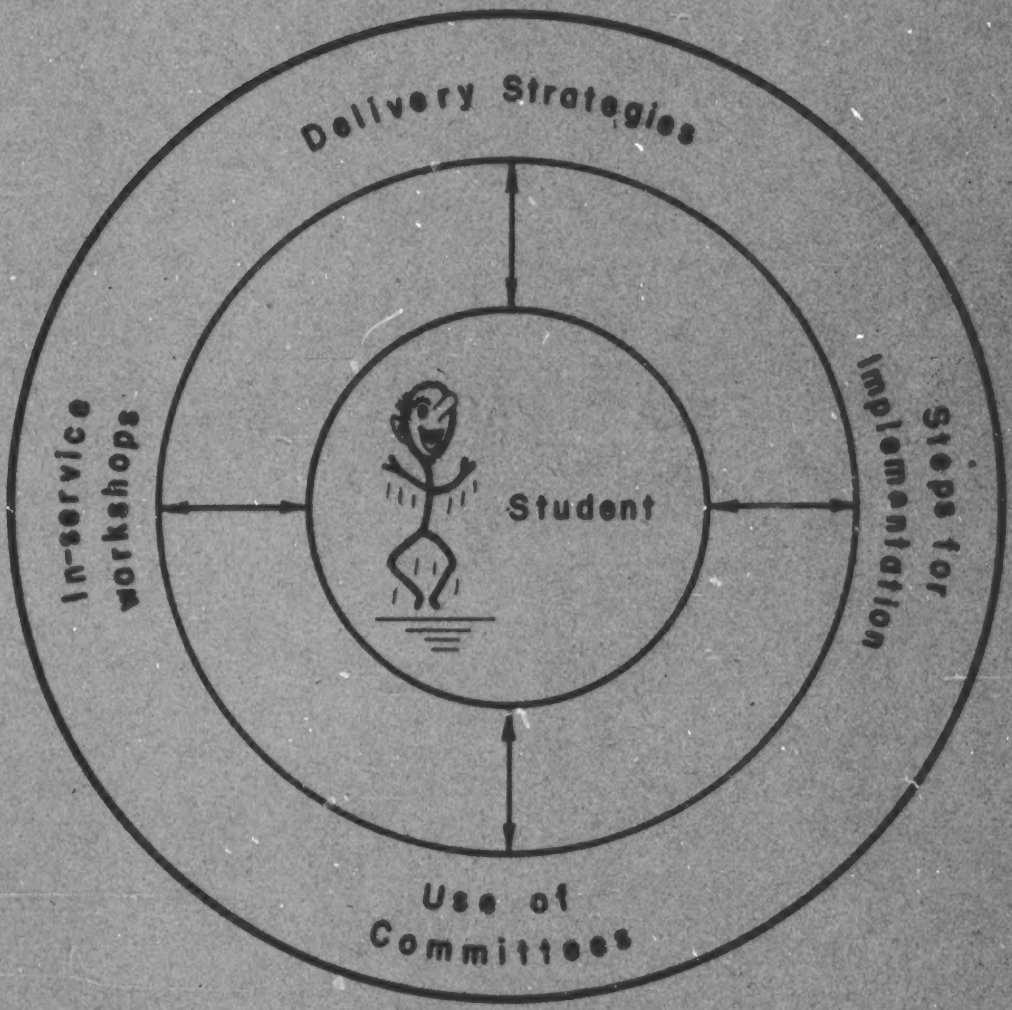
ROLE OF OTHERS

Classroom teachers: plan time for implementation of Post-Secondary Placement Procedures program.

Community Members: serve as resources for information about placement procedures in specific occupations.

# Part V

## Implementation Procedures



PART V

IMPLEMENTATION PROCEDURES

This section offers suggestions concerning possible solutions to implementating the guidelines. The various steps outlined in this section are not intended to be exhaustive and should be considered on the basis of needs of the particular school district.

INVOLVEMENT OF PERSONNEL

For implementation purposes, it should be recognized that many persons contribute to and have responsibility for the total guidance program. These include students, teachers, counselors, administration and community members. In those Montana schools having limited or no counseling personnel, the responsibility for implementation must be accepted by the teaching and administrative staff. In schools where counseling personnel are available, the counselor will have the responsibility for coordinating the program. In addition, the counselor will serve as a leader to stimulate administrators, school staff and the community in developing the program.

GUIDANCE RESPONSIBILITIES: Delivery Strategies

| | |
|---|---|
| Curriculum-Based Guidance Strategies | This approach is based on goals, objectives and activities which may be implemented by the counselor or another guidance functionary, such as the classroom teachers. These strategies may be a part of regular subjects or specially developed units, mini-courses or modules. |
| Individual Monitoring Guidance Strategies | This approach is coordinated by the counselor, who monitors each student's total development in terms of goals, values, aptitudes, and interests. Implementation of this aspect of the program can be accomplished by the classroom teacher. |
| On Call Guidance Strategies | This strategy focuses on direct immediate responses to students needs such as crisis counseling, information seeking, and teacher/parent student consultation. |

These strategies are supportive to curriculum-based and individual monitoring.

STEPS IN IMPLEMENTING THE PROGRAM

The following procedures should be considered in establishing the guidance based career development program.

1. Identify the needs of students. (This can be accomplished by using your current program as a base or asking the individuals in the setting to give their opinions)

2. Conduct a needs assessment of your students.

3. Formulate goals based on the needs assessments.

4. Obtain suggestions from such groups as community organizations, business, industry and parents.

5. Identify the equipment, materials, and supplies necessary to implement the program.

6. Identify those programs within the school and community which
   (1) may be utilized for implementation purposes
   (2) present barriers to implementation (labor laws, hiring practices, school rules).

USE OF COMMITTEES[2]

Appointment of effective committees is often crucial to the success of a developmental career development program. The following committees will be helpful:

Steering Committee

The group should be kept small and viable with enthusiastic personnel who are appointed by the School Superintendent. The function of this committee is to provide direction to the program through recommendations concerned with evaluation, modifications, and special issues. It might include as members:

1. School Superintendent
2. Guidance Director
3. Career Education Coordinator
4. Elementary and Secondary Curriculum Directors
5. K-12 Principals (a representative number)
6. Classroom Teachers
7. Counselors
8. Students

Curriculum Committee:

This committee's major responsibility is to incorporate life-career development into the school curriculum. Special tasks might include appointment of a subcommittee charged with the task of developing a life-career development guidance curriculum guide for K-12. The group should also make recommendations for a staff development program. Its members might include:

1. Curriculum Director or Assistant Superintendent in charge in Instruction.
2. Elementary and Secondary Curriculum Supervisors.
3. Classroom teachers at all grade levels and sub-levels affected by the program.
4. Counselors
5. Career Education Coordinator
6. Special Services and Support Personnel
7. Students

Staff Development Committee:

This is primarily school centered. Each school has a unique character and thus should have its own staff development leader. This mission of this committee

[2] Life Career Development: A Guidance Model K-12. Alaska State Department of Education, Juneau. 1974

is to develop procedures and materials for providing the special skills and understanding needed by the staff to successfully implement a guidance program. Its membership may include:

1. Teachers, counselors, vocational educators responsible for staff development in the school building units.
2. Building Principals
3. Support Staff Representatives
4. Parents
5. Business, Industrial, Community Representatives

The staff development program will need to develop a program that would emphasize the following on-going development:

PREPARATORY

GENERAL ORIENTATION FOR ALL STAFF

Staff Member Training By Groups

CONTINUING

Building Coordinator Consultation

Individual Development Support As Requested

Community Advisory Committee

Successful programs are linked closely to the community. This linkage can often be accomplished by the establishment of a Community Advisory Committee. The function of this group is to interest the public in life-career development programs. The committee does not determine policy. In addition to advising on the nature of training requirements and the current labor demands of the community, this advisory committee can be called upon to provide materials and speakers to supplement tax provided resources. A broad spectrum of the committee might include:

1. Superintendent or Assistant Superintendent of Schools
2. Career Education Director
3. Guidance Director

4. Representatives from business, labor, industry, and agriculture
5. Newspaper Editor
6. Students

During the process of implementation, the staff and the involved committees must constantly focus on the following considerations:

1. How life career development can be related to the present guidance program and instructional program.

2. Identification of resources that are needed for effective implementation.

3. Assessment of the availability of talent that can be developed with the staff and community.

4. Methods by which teachers and counselors can learn skills to plan and implement the model.

5. Identification of the instructional and counseling procedures that are already available.

6. Identification of the instructional and counseling procedures that are are not available but are available either from commercial or non-profit organizations that could be made appropriate through adaptation.

7. Itemizing the procedures that are not available locally or commercially and therefore need to be developed.

8. Selecting the procedures that are most practical on the basis of school and/or district's budgetary constraints.

IN-SERVICE WORKSHOPS

After the above information has been gathered and compiled according to the needs of the individual school and/or district, the responsibility is to identify and select staff members who will furnish the human resources essential to the program. Informal workshops that are geared to present and continued involvement by staff members should follow. The workshops may address themselves to:

1. What adults in the community can be used as consultants in occupational areas.

2. How the program will be pictured to the students, parents, and the community.

3. How parents will be involved and informed about the program.

4. How each child will be involved in the program.

5. How student performances as a result of the program can be shared and evaluated.

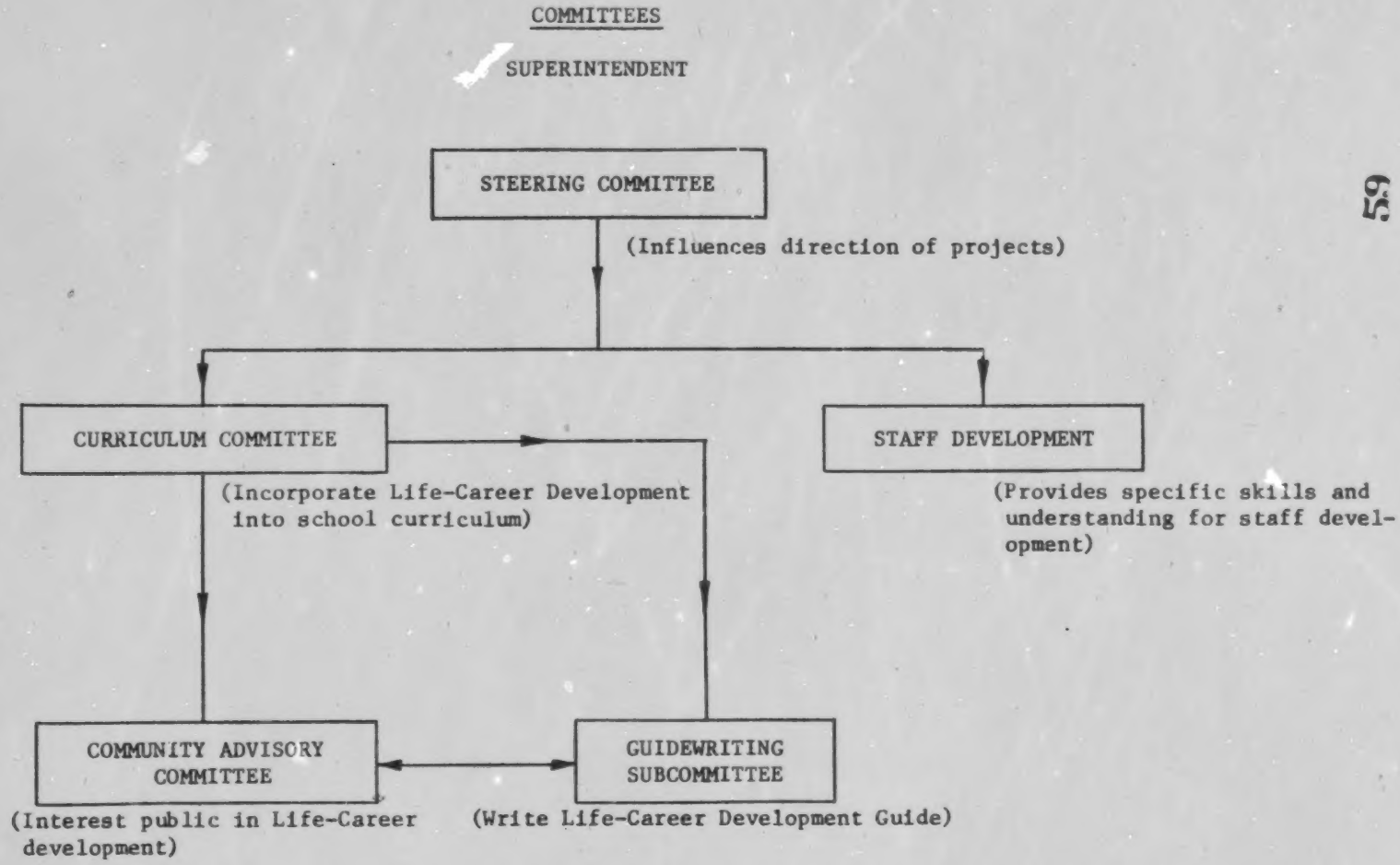

COMMITTEES
SUPERINTENDENT
STEERING COMMITTEE
(Influences direction of projects)
CURRICULUM COMMITTEE
STAFF DEVELOPMENT
(Incorporate Life-Career Development into school curriculum)
(Provides specific skills and understanding for staff development)
COMMUNITY ADVISORY COMMITTEE
GUIDEWRITING SUBCOMMITTEE
(Interest public in Life-Career development)
(Write Life-Career Development Guide)

Figure 2

SYSTEM FOR PROGRAM IMPLEMENTATION

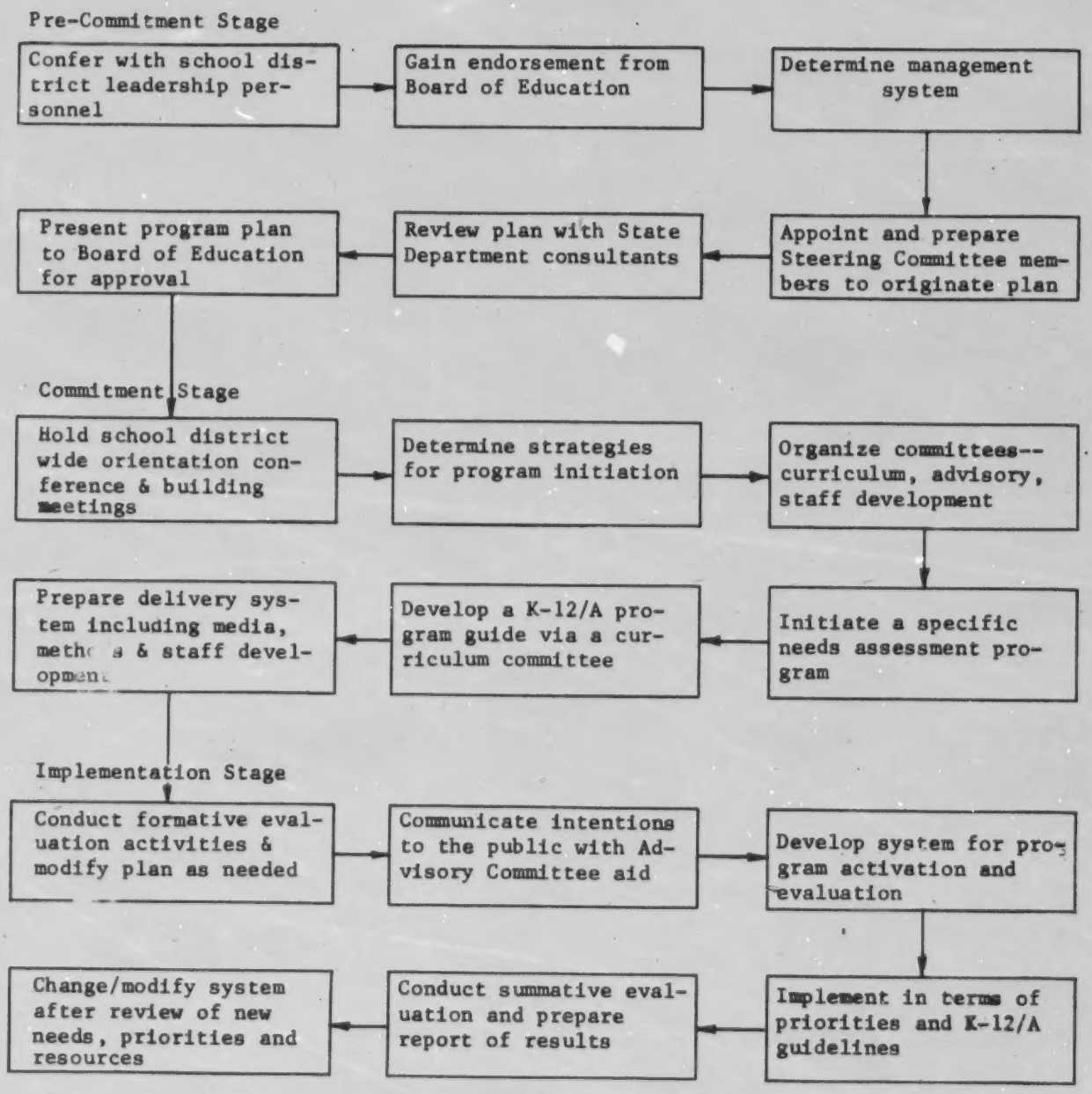

Pre-Commitment Stage
Confer with school district leadership personnel
Gain endorsement from Board of Education
Determine management system
Appoint and prepare Steering Committee members to originate plan
Review plan with State Department consultants
Present program plan to Board of Education for approval
Commitment Stage
Hold school district wide orientation conference & building meetings
Determine strategies for program initiation
Organize committees--curriculum, advisory, staff development
Initiate a specific needs assessment program
Develop a K-12/A program guide via a curriculum committee
Prepare delivery system including media, methods & staff development
Implementation Stage
Conduct formative evaluation activities & modify plan as needed
Communicate intentions to the public with Advisory Committee aid
Develop system for program activation and evaluation
Implement in terms of priorities and K-12/A guidelines
Conduct summative evaluation and prepare report of results
Change/modify system after review of new needs, priorities and resources

Figure 3

# APPENDIX A

Concepts

Goals

Objectives

Level K-3

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand his abilities to perform specific tasks.

Objectives

1.11 The individual will identify ways in which he is unique.

1.12 The individual will evaluate his performance of specific tasks.

1.13 The individual will identify tasks he can do well and tasks he cannot do well.

1.14 The individual will describe his own reactions to a variety of situations.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand the importance of personally relevant goals.

Objectives:

1.21 The individual will name the tasks he will accomplish in a specified time period.

1.22 The individual will identify realistic goals when determining tasks to be accomplished.

1.23 The individual will identify alternative ways of reaching a goal and select the alternative most appropriate for him.

1.24 The individual will name his reasons for selecting a specific goal.

Level K-3

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the value of expressing his feelings in a socially acceptable manner.

Objectives:

1.31 The individual will identify his feelings in a variety of situations.

1.32 The individual will list alternative ways of expressing feelings.

1.33 The individual will identify the most appropriate way of expressing feelings in a given situation.

1.34 The individual will describe ways in which he expresses his feelings affects others.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to be aware of his environment.

Objectives:

1.41 The individual will describe clothing appropriate for various weather conditions.

1.42 The individual will describe ways in which he is able to assume responsibility in the maintenance of his environment.

1.42 The individual will identify roles fulfilled by all members of his family.

1.44 The individual will identify the role he plays in the functioning of his family.

Level 4-6

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand that his interests and aptitudes influence his activities.

Objectives: 1.11 The individual will identify academic subjects in which he is most interested.

1.12 The individual will identify the relationship between his interest in a subject and his performance in that subject.

1.13 The individual will name his out-of-school interests.

1.14 The individual will describe ways in which his interests enter into his choice of activities.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand the importance of setting priorities in order to reach goals.

Objectives: 1.21 The individual will order the tasks to be accomplished within a specified time.

1.22 The individual will name both long range and immediate goals in setting priorities.

1.23 The individual will identify reasons for persons to set differing priorities.

1.24 The individual will identify reasons for the priorities he has established.

Level 4-6

SELF 1,0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the need to establish relationships with others.

Objectives: 1.31 The individual will identify ways in which he is able to help others.

1.32 The individual will identify ways in which others are able to help him.

1.33 The individual will describe situations in which it is better to work together than alone.

1.34 The individual will describe ways people enjoy each other.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand the demands of his environment.

Objectives: 1.41 The individual will identify the responsibilitites he has to specific groups within his environment.

1.42 The individual will describe situations in which his environment controls his behavior.

1.43 The individual will list ways in which he is able to exist in harmony with his environment.

1.44 The individual will identify ways in which other people influence him.

Level 7-9

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand the effects of health and physical development on his performance of tasks.

Objectives:

1.11 The individual will describe his physiological changes, capabilities, characteristics and limitations.

1.12 The individual will identify the effects that one's health and physical fitness can have on one's career.

1.13 The individual will identify possible relationships between occupations and the physical attributes of an individual.

1.14 The individual will describe the effect of his physical fitness on his present activities.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand the necessity for setting both short and long range goals.

Objectives:

1.21 The individual will describe the relationship between setting priorities and goals and the accomplishment of goals.

1.22 The individual will name priorities which affect goal setting.

1.23 The individual will identify examples of short range and long range goals.

1.24 The individual will construct both short range and long range goals.

Level 7-9

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the role communication plays in interpersonal relationships.

Objectives:

1.31 The individual will identify differences between verbal and non-verbal interpersonal communication.

1.32 The individual will compare his verbal techniques with those of his peers.

1.33 The individual will compare his non-verbal techniques with those of his peers.

1.34 The individual will describe how he reacts to the verbal and non-verbal communication of others.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand how family, school, peer group, church, community and work experience influence him.

Objectives:

1.41 The individual will identify the value he places on personal achievement as compared to societal values.

1.42 The individual will identify how and why personal values change as a result of societal values.

1.43 The individual will describe how his personal values have been influenced by family values.

1.44 The individual will identify situations in which he has been influenced by peer group values.

Level 10-12

SELF 1.0

Goal 1.1 For the individual to understand his aptitudes, abilities and interests.

Developmental Goal 1.1 For the individual to understand, accept and respect his own uniqueness as a result of learning, growth and maturation.

Objectives:

1.11 The individual will identify his strengths and consider these while developing post-secondary occupational plans.

1.12 The individual will identify his present interests and achievements as they emerge from his educational experiences.

1.13 The individual will describe his occupational goals according to his interests, aptitudes and achievements.

1.14 The individual will identify the successes in his educational program.

Goal 1.2 For the individual to be responsible for implementing his goals.

Developmental Goal 1.2 For the individual to understand that he must evaluate his progress in achieving goals.

Objectives:

1.21 The individual will describe steps in attaining a goal.

1.22 The individual will identify external influences on his achievements of stated goals.

1.23 The individual will identify internal influences on his achievements of stated goals.

1.24 The individual will evaluate how well he achieves his goals.

Level 10-12

SELF 1.0

Goal 1.3 For the individual to be able to communicate openly with others.

Developmental Goal 1.3 For the individual to understand the value of open communication.

Objectives:
1.31 The individual will identify ways in which open communication contributes to group goals.

1.32 The individual will describe how open communication facilitates inter-personal understanding.

1.33 The individual will describe ways in which open communication aids in personal growth.

1.34 The individual will identify situations in which he has used open communication.

Goal 1.4 For the individual to be able to cope with his environment.

Developmental Goal 1.4 For the individual to understand methods of dealing with his environment.

Objectives:
1.41 The individual will describe how social, economic, educational and cultural forces influence his development.

1.42 The individual will describe the extent to which individual welfare is dependent upon the well-being of all people in the society.

1.43 The individual will identify the characteristics of individual and societal well-being.

1.44 The individual will describe how his own ability and efforts allow him to exist in harmony with his environment.

Level K-3

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand the interrelationship of occupations.

Objectives:
2.11 The individual will list ways in which school workers are dependent upon each other.

2.12 The individual will describe the consequences of a specific worker not doing his task.

2.13 The individual will identify workers he is dependent upon in his life.

2.14 The individual will name workers who are dependent upon him.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in several ways.

Developmental Goal 2.2 For the individual to understand that there are a variety of occupations in the world of work.

Objectives:
2.21 The individual will list occupations found within the school.

2.22 The individual will list occupations required in building a house.

2.23 The individual will identify occupations of parents and classmates.

2.24 The individual will describe occupations found in his community.

Level K-3

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand what leisure time is.

Objectives:

2.31 The individual will identify times during the school day which are considered leisure.

2.32 The individual will describe how he uses his time away from school.

2.33 The individual will list ways in which parents use "at home" time.

2.34 The individual will identify activities that he considers "leisure time" activities.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand what constitutes life style.

Objectives:

2.41 The individual will list ways being in school during the day affects his activities.

2.42 The individual will describe the routine activities of his family.

2.43 The individual will list ways that his life changes.

2.44 The individual will describe ways he is able to change his life style.

Level 4-6

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand the need for job specialization within the world of work.

Objectives:

2.11 The individual will list tasks done by various role models.

2.12 The individual will list skills required in a variety of occupations.

2.13 The individual will identify reasons one person could not carry out all tasks within a work environment.

2.14 The individual will list occupations which are required for the maintenance of the community.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in several ways.

Developmental Goal 2.2 For the individual to understand characteristics which differentiate occupations.

Objectives:

2.21 The individual will identify ways in which occupations are similar.

2.22 The individual will identify ways in which occupations are different.

2.23 The individual will name occupations which can be classified in several ways.

2.24 The individual will identify occupations which might be classified within a specific classification.

Level 4-6

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand that leisure means different things to different people.

Objectives:

2.31 The individual will name ways in which his leisure activities differ from his parents.

2.32 The individual will identify activities which he considers to be work or leisure.

2.33 The individual will identify activities others consider work or leisure.

2.34 The individual will order activities he prefers as leisure activities.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand the differences among life styles.

Objectives:

2.41 The individual will identify ways in which his life style differs from his parents.

2.42 The individual will list reasons for different life styles.

2.43 The individual will identify ways occupations influence life styles.

2.44 The individual will describe ways an urban life style differs from a rural life style.

Level 7-9

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand the interdependence between occupations and the needs and goals of society.

Objectives:

2.11 The individual will describe the contribution of a variety of occupations to society.

2.12 The individual will identify the contribution of workers at various socio-economic levels and why each is important.

2.13 The individual will describe how work has helped to overcome social problems in the past.

2.14 The individual will identify occupations which aggravate and which help resolve social problems.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in several ways.

Developmental Goal 2.2 For the individual to understand the various methods of classifying occupations.

Objectives:

2.21 The individual will group occupations which share similar prerequisites.

2.22 The individual will identify the many occupations which are involved in the production of a specified item.

2.23 The individual will identify occupations whose purpose is not production of goods or products.

2.24 The individual will construct a classification system for a list of occupations, basing the classification on criteria of his own choice.

Level 7-9

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand how he makes use of his leisure time.

Objectives:

2.31 The individual will describe how work and leisure time pursuits are related.

2.32 The individual will list work attitudes and interests which extend appropriately to leisure time.

2.33 The individual will describe the difference between work, play and creative leisure.

2.34 The individual will list realistic ways to use his time effectively.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand how occupational choice influences life style.

Objectives:

2.41 The individual will describe various occupations in terms of amount of free time available.

2.42 The individual will identify occupations in terms of geographical location in relation to leisure possibilities.

2.43 The individual will describe the relationship between salary and type of life style.

2.44 The individual will describe the effects of occupational choice on type of social contacts.

Level 10-12

WORLD OF WORK AND LEISURE 2.0

Goal 2.1 For the individual to understand that occupations relate to needs and functions of society.

Developmental Goal 2.1 For the individual to understand how the needs and functions of society are satisfied by a variety of occupations.

Objectives:

2.11 The individual will identify a variety of social and economic benefits associated with several occupations.

2.12 The individual will describe the roles various occupations play in regulating governmental effects on the economy.

2.13 The individual will describe several occupations that provide society with protection.

2.14 The individual will describe several occupations that provide society with medical services.

Goal 2.2 For the individual to understand that there is a wide variety of occupations which may be classified in various ways.

Developmental Goal 2.2 For the individual to understand why occupations may be classified in several ways.

Objectives:

2.21 The individual will describe several different methods of classifying a list of occupations.

2.22 The individual will identify the advantages of grouping occupations with similar characteristics.

2.23 The individual will describe the advantages of one classification system over another in a given situation.

2.24 The individual will identify the disadvantages of restricting himself to one method of classification.

Level 10-12

WORLD OF WORK AND LEISURE 2.0

Goal 2.3 For the individual to understand the function of leisure time in his life.

Developmental Goal 2.3 For the individual to understand how his value system influences his use of leisure time.

Objectives:

2.31 The individual will construct two lists: a priority listing of his values, and a priority listing of his favorite leisure time activities.

2.32 The individual will describe how one or more of his listed values influences his interest in a particular leisure time activity.

2.33 The individual will describe the amount of status attributed to certain leisure activities.

2.34 The individual will identify psychological needs met by his use of leisure time.

Goal 2.4 For the individual to understand the relationship between occupations and life styles.

Developmental Goal 2.4 For the individual to understand how life style influences occupational choice.

Objectives:

2.41 The individual will describe a preferred life style.

2.42 The individual will identify several occupations which would allow him to pursue his preferred life style.

2.43 The individual will be able to match occupations with probable life styles.

2.44 The individual will identify the relationship between his aspired life style and the life style of vocational alternatives.

Level K-3

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand the need to make decisions.

Objectives: 3.11 The individual will identify situations in which decisions are made.

3.12 The individual will list ways decision making helps in problem solving.

3.13 The individual will identify ways in which he depends upon decision making.

3.14 The individual will describe situations when group decisions should be made.

Goal: 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand the consequences of his decision making.

Objectives: 3.21 The individual will describe situations in which his decisions affect others.

3.22 The individual will identity the outcomes of his specific decisions.

3.23 The individual will describe situations in which his decisions will affect only himself.

3.24 The individual will name ways of changing an inappropriate decision.

Level K-3

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand the need to identify alternative ways to accomplish goals.

Objectives:

3.31 The individual will identify situations in which there is more than one way to accomplish a task.

3.32 The individual will list his reasons for selecting a specific alternative.

3.33 The individual will identify reasons one way might be better than another in accomplishing a goal.

3.34 The individual will describe reasons someone else might choose another alternative.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that the factors which influence his decisions may vary.

Objectives:

3.41 The individual will identify factors which affect his decisions.

3.42 The individual will list ways in which others affect his decisions.

3.43 The individual will describe ways in which his interests affect his decisions.

3.44 The individual will identify situations in which environmental conditions affect his decisions.

Level 4-6

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand how peer influence affects his decisions.

Objectives:

3.11 The individual will describe ways in which what he wears is determined by peer influence.

3.12 The individual will identify situations in which his behavior is determined by peer influence.

3.13 The individual will identify situations in which parental influence and peer influence are in conflict.

3.14 The individual will name situations when peer influence is of value.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand that previous decisions will affect present and future decisions.

Objectives:

3.21 The individual will identify situations in which one decision has led to a series of other decisions.

3.22 The individual will list decisions made prior to reaching a specific goal.

3.23 The individual will identify ways specific decisions have limited his alternatives.

3.24 The individual will identify how present decisions will affect his future.

Level 4-6

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand that there is a variety of questions related to deciding on a career choice.

Objectives:

3.31 The individual will identify reasons specific workers have chosen their occupation.

3.32 The individual will identify what he likes about specific occupations.

3.33 The individual will list tasks required in specific occupations.

3.34 The individual will describe life styles which currently appeal to him.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that decisions are not always planned but sometimes are made spontaneously.

Objectives:

3.41 The individual will identify situations which have required "on-the-spot" decisions.

3.42 The individual will list reasons for the necessity of immediate decisions.

3.43 The individual will identify ways in which past decision making helps him to make spontaneous decisions.

3.44 The individual will describe situations that require planned decisions.

Level 7-9

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills

Developmental Goal 3.1 For the individual to evaluate the quality of his decision making.

Objectives:

3.11 The individual will describe the interrelatedness of decisions made in different spheres of life and segments of time.

3.12 The individual will predict his chances of reaching the level to which he aspires in the occupational area of his choice and give reasons for this self-evaluation.

3.13 The individual will identify and utilize appropriate criteria for evaluating occupational information.

3.14 The individual will compare the ways in which he makes decisions with ways others make decisions.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand the need to re-examine decisions regarding future long-range career possibilities.

Objectives:

3.21 The individual will identify skills or knowledge utilized in a preferred occupation which may transfer to another.

3.22 The individual will identify possible future changes in his preferred occupation.

3.23 The individual will identify factors which influence occupational change in his preferred occupational field.

3.24 The individual will identify the ways that occupational supply and demand influence career planning.

Level 7-9

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand the need for selecting the alternatives most consistent with his goals.

Objectives:

3.31 The individual will identify several alternatives to his preferred occupation that are most consistent with his goals.

3.32 The individual will list his occupational alternatives and outline how these alternatives would affect his life.

3.33 The individual will describe his preferred occupation and compare his present choice to occupations preferred in the past.

3.34 The individual will describe how broad economic change could affect his career plans.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand that decisions can be tentative and reversable.

Objectives:

3.41 The individual will identify situations in which new information would warrant a change in a previously made decision.

3.42 The individual will describe a decision reversal he has made due to a change of circumstances.

3.43 The individual will describe the advantages of making a decision that is tentative and reversable.

3.44 The individual will identify local, state and federal governmental decisions that have been reversed due to new information.

Level 10-12

CAREER PLANNING 3.0

Goal 3.1 For the individual to be competent in decision making skills.

Developmental Goal 3.1 For the individual to understand the influence of goals and values in the decision making process.

Objectives: 3.11 The individual will identify his own values as they relate to work situations.

3.12 The individual will identify values he holds and list occupations through which these values are promoted.

3.13 The individual will describe the values and expectations significant others have for him and how these expectations affect his career plans.

3.14 The individual will identify the value he places on personal endeavor and achievement as compared to the way society views these.

Goal 3.2 For the individual to understand the relationship between present planning and future outcomes.

Developmental Goal 3.2 For the individual to understand the need to reconsider goals and formulate new plans when necessary.

Objectives: 3.21 The individual will identify changes in his community which might cause him to formulate new life career plans.

3.22 The individual will identify national policy, law and/or economic changes which might cause him to formulate new life career plans.

3.23 The individual will describe situations in which new information might cause him to reconsider his goals and formulate new ones.

3.24 The individual will describe situations in which he has reconsidered a goal and formulated new plans in relation to it.

Level 10-12

CAREER PLANNING 3.0

Goal 3.3 For the individual to understand the variety of alternatives available to him.

Developmental Goal 3.3 For the individual to understand the relativity of importance among influences on decisions.

Objectives 3.31 The individual will describe situations in which his peer group has influenced a decision.

3.32 The individual will describe how family and familial expectations have influenced his decicion making.

3.33 The individual will identify groups of individuals which have had the greatest influence on his decision making.

3.34 The individual will identify his own ambitions and expectations which influence his decision making.

Goal 3.4 For the individual to understand the need for flexibility.

Developmental Goal 3.4 For the individual to understand the need for continual evaluation and possible revision of decisions.

Objectives: 3.41 The individual will identify current environmental changes which required the ability to evaluate and possibly revise present decisions.

3.42 The individual will describe occupations that have been modified, eliminated or created by technological and societal change thus requiring continual evaluation of choices made by those involved.

3.43 The individual will reconsider goals, formulate new plans, and resolve the differences between the new and old goals and plans.

3.44 The individual will identify situations in which a given set of facts can support different decisions.

Level K-3

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the importance of language.

Objectives:

4.11 The individual will list ways language is used in the classroom.

4.12 The individual will identify workers who rely on language in their occupation.

4.13 The individual will describe how life would be without language.

4.14 The individual will list ways in which he relies on language to satisfy his needs.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand that there are a variety of educational levels.

Objectives:

4.21 The individual will identify parents' educational level.

4.22 The individual will describe progression from one educational level to the next.

4.23 The individual will identify educational level of siblings.

4.24 The individual will describe reasons for levels of education.

Level K-3

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand that there are out of school learning experiences.

Objectives:
- 4.31 The individual will identify television shows which are educational.
- 4.32 The individual will list ways he can learn on family trips.
- 4.33 The individual will identify places he can observe nature.
- 4.34 The individual will identify ways he can learn from people outside of school.

Goal 4.4 For the individual to understand that learning is a life long process.

Developmental Goal 4.4 For the individual to understand that past, present, and future learning are related.

Objectives:
- 4.41 The individual will identify things he was not able to do last year that he is able to do now.
- 4.42 The individual will describe ways in which his activities will change during the school year.
- 4.43 The individual will order his own past physical development.
- 4.44 The individual will identify ways last week's learning relates to this week's.

Level 4-6

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the variety of ways in which language is used.

Objectives: 4.11 The individual will identify situations during the day in which he uses language.

4.12 The individual will list ways in which written language is used.

4.13 The individual will identify ways in which oral language is used.

4.14 The individual will describe ways in which nonverbal communication is used.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand the different types of educational preparation required for various occupations.

Objectives: 4.21 The individual will identify the educational preparation required for his parent's occupations.

4.22 The individual will identify the educational preparation required for occupations in which he is interested.

4.23 The individual will identify the various educational levels.

4.24 The individual will identify occupational positions young people are able to hold.

Level 4-6

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand that school provides only a part of his learning experiences.

Objectives:

4.31 The individual will identify sources of learning other than school.

4.32 The individual will identify organizations which provide learning experiences for him.

4.33 The individual will identify ways he can learn while participating in family activities.

4.34 The individual will describe ways individual interests provide him with learning experiences.

Goal 4.4 For the individual to understand that learning is a life long process.

Developmental Goal 4.4 For the individual to understand that desire to learn influences learning.

Objectives:

4.41 The individual will identify ways his interests have led him to expand those interests.

4.42 The individual will describe ways in which curiosity affects learning.

4.43 The individual will identify situations in which lack of interest affects learning.

4.44 The individual will identify intrinsic and extrinsic rewards of learning.

Level 7-9

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the subtleties of language.

Objectives: 4.11 The individual will list several examples of nonverbal communication.

4.12 The individual will describe the role of slang and colloquialism in communication.

4.13 The individual will describe the difference between a literal and a figurative translation.

4.14 The individual will describe the part analogies play in communication.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand the relationship between level of education and levels of employment.

Objectives: 4.21 The individual will describe advantages and disadvantages of various levels of education.

4.22 The individual will construct a table of various occupations, showing the corresponding levels of education necessary for each.

4.23 The individual will describe a preferred occupation and identify the level of education needed to attain that occupation.

4.24 The individual will describe why one would go on to achieve more than the minimal amount of education needed for entry into an occupation.

Level 7-9

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand how participation in school activities can relate to selected occupational areas.

Objectives: 4.31 The individual will list occupations which utilize skills he is learning in present course work.

4.32 The individual will identify skills required in occupations of interest to him and where these skills can be acquired in school.

4.33 The individual will list extra curricular activities he is engaged in and how they relate to a preferred occupational area.

4.34 The individual will describe the similarities between in-school involvement and involvement in activities related to various occupations.

Goal 4.4 For the individual to understand that learning is a life long process.

Developmental Goal 4.4 For the individual to develop an appreciation of learning and its relationship to living.

Objectives: 4.41 The individual will describe what the phrase "learning for learning's sake" means to him.

4.42 The individual will describe several instances in which what he learned in a school classroom helped in his performance of a task or increased his enjoyment of a hobby or recreational activity.

4.43 The individual will identify several ways in which significant others have continued to learn throughout their lives.

4.44 The individual will describe several ways in which members of various occupations in the community continue to learn.

Level 10-12

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.1 For the individual to possess skills that are useful.

Developmental Goal 4.1 For the individual to understand the usefulness of language skills.

Objectives: 4.11 The individual will list the advantages of understanding how to construct a business letter, a resume, and a letter of inquiry.

4.12 The individual will identify communication skills associated with a particular occupation.

4.13 The individual will describe the importance of language skills and levels of occupation.

4.14 The individual will identify occupations which require specialized terminology.

Goal 4.2 For the individual to understand that different occupations have different educational prerequisites.

Developmental Goal 4.2 For the individual to understand the necessary steps immediately following high school to fulfill his life career plans.

Objectives: 4.21 The individual will identify options open to him upon graduating from high school.

4.22 The individual will describe the local job market.

4.23 The individual will identify the various types of post-high school educational programs available to him that are most consistent with his goals.

4.24 The individual will review plans made prior to high school graduation and re-evaluate them.

Level 10-12

BASIC STUDIES AND OCCUPATIONAL PREPARATION 4.0

Goal 4.3 For the individual to understand the relationship between what goes on in school and out of school.

Developmental Goal 4.3 For the individual to understand that school classes and activities will relate to his use of time throughout life.

Objectives:

4.31 The individual will describe his priorities in relation to his choice of in-school activities.

4.32 The individual will describe how what he learns in school relates to his out of school activities.

4.33 The individual will describe how he pursues his favorite subject through outside activities.

4.34 The individual will describe school activities he enjoys and how they relate to the learnin process.

Goal 4.4 For the individual to understand that learning is a life long Process.

Developmental Goal 4.4 For the individual to understand that continual learning is a part of life adjustment.

Objectives:

4.41 The individual will list present learning experiences that he plans to continue on his own beyond high school graduation.

4.42 The individual will describe out of school activities that he has inititated himself.

4.43 The individual will identify occupations in which continued learning is necessary.

4.44 The individual will identify situations other than in school or on the job where continued learning would be required.

APPENDIX B

CAREER GUIDANCE

and

PLACEMENT CENTER

SECONDARY

CAREER GUIDANCE AND PLACEMENT CENTER

The Career Guidance Counseling and Placement Center is designed to be the hub of the counselors activities. It should coordinate all available career exploration resources into an area easily assessable to students.

Purpose of the Center

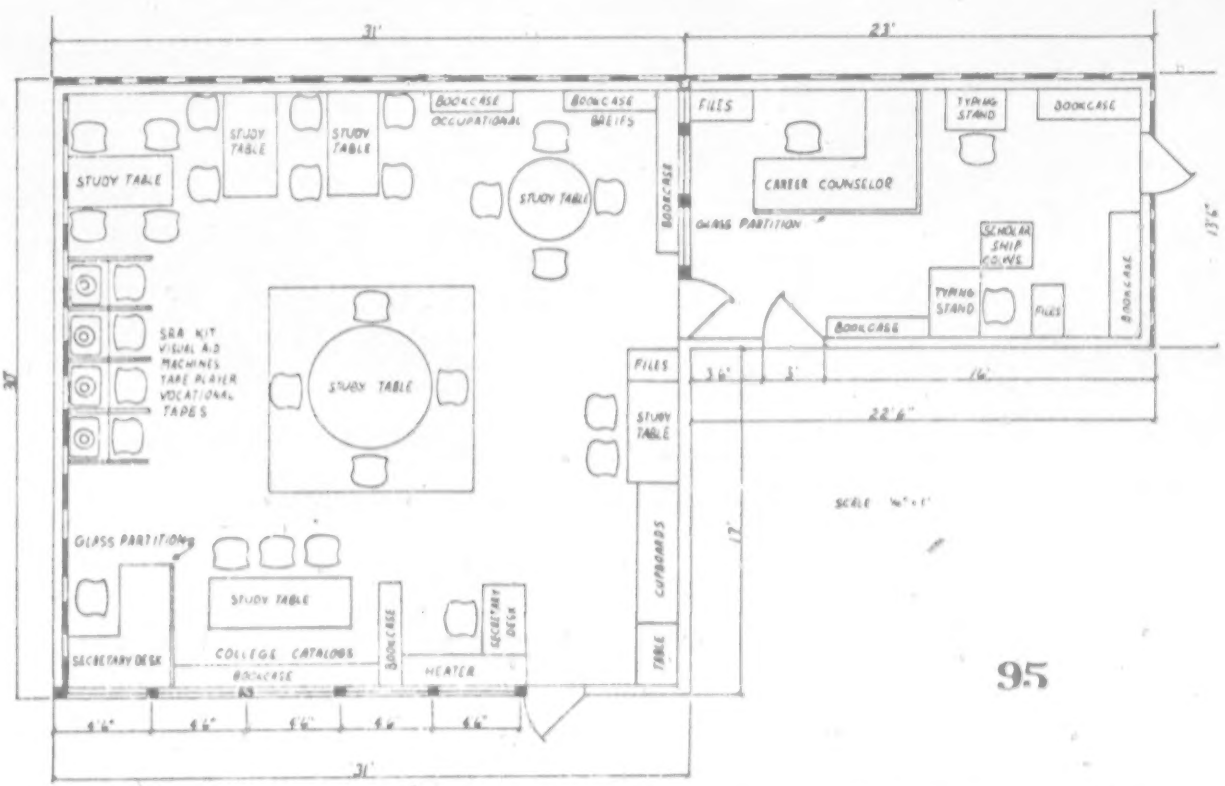
The center should be used for such activities as:

Research
Occupational Planning
Career and self exploration
Group sessions
Job entry and placement
Financial aid information
Post secondary opportunities
Peer counseling
Providing educational and occupational information
Community resources survey
Work exploration
Conferences with representatives from institutions of higher education, military, resource persons, etc.

Planning and Implementing the Center

Community members, parents, and school personnel should be involved in planning and implementing the center. Their interest will provide impetus for the involvement of school and community members. Persons interested in obtaining additional information about the center should write to: Director of Career Education, Helena Public Schools, Helena, Montana 59601 or school counselor, Lincoln County High School, Eureka, Montana.

Suggested Floor Plan



No attempt has been made in this publication to offer a variety of floor plans to fit respective situations and needs. However, the floor plan on the preceding page is offered for suggesting "one way" of utilizing space in the center.

Two additional programs, computer based vocational guidance systems and rap rooms are natural for inclusion in the center.

Computer-based Systems:

The computer has a variety of uses: Coordinating instructional materials, providing students an opportunity for immediate self information, and assisting students in exploring wide ranges of occupations related to the students' interests, abilities and aptitudes. For additional information consult the U.S. Office of Education publication entitled; Computer-Based Vocational Guidance Systems.

Rap Rooms:

These rooms should be located in the center and are valuable for peer counseling activities. Operational and staffing procedures will depend upon the specific setting.

# APPENDIX C

## FOLLOW-UP FORMS

FOLLOW-UP SURVEY FORMS

The following are examples of follow-up forms that may be used or modified to serve the counselors needs.

FOLLOW-UP QUESTIONNAIRE

Class of_____

Name_____

Present Address_____

Please check in column on the left each item that describes your present status and fill in the information requested.

_____What career are you planning to enter or have entered?_____

_____Attending trade or vocational school?_____
(Name of school)

_____Major area of study?_____

_____Attending college?_____
(Name of college)

_____Major area of study?_____

_____

_____Working?_____
(Job title) (Name of employer)

_____Part-time Or _____Full-time

_____In Armed Forces? Branch of Service:_____Present Rank:_____

If you received special schooling, give name of school_____

_____Unemployed? Reason:_____

_____Married? Number of children:_____

_____Single

Please list below the jobs you have held since leaving high school, beginning with the job you now hold and working back to the one you first held after leaving school.

| Job | Approx. Dates of Employment | Employer | Reason for Leaving |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

What subjects in high school were most helpful to you? Please list:_____

_____

_____

What subjects in high school were least helpful to you? Please list:_____

_____

_____

What services or programs would have helped you to benefit more from your high school education?_____

COMMENTS: Please add any personal messages or other comments you would like to make. Use the back of this sheet.

FOLLOW-UP OF FORMER STUDENTS
SURVEY FORM

_____

Identifying Data

_____

Section I. Personal Information (If for any reason you prefer not to identify yourself skip this section and go on to Section II.)

A. Name _____
(First) (Last) (Maiden, if married)
B. Permanent address _____
C. Are you...single____married____divorced or separated_____
D. Number of children____

Section II. Job Information

A. Present employer_____Your job title_____
B. If you have had other jobs since leaving school, how many?_____
C. After leaving school, how long did it take for you to find your first job?...Had job arranged before leaving school____
0-3 months____3-6 months____more than six months____
D. Present annual income (optional)
less than $3000____$3000-$6000____$6000-$9000_____
more than $9000____
E. Are you satisfied with your present job? Yes____No____
What features of your job cause you to be satisfied or dissatisfied?
_____
_____
F. Is your present job the type of work you had considered during high school? Yes____No____

Section III. Educational Information (If you are presently enrolled in or have been enrolled in a school, college or training program since leaving high school. answer the following questions.)

A.

| Name of school or training institution | Dates attended | Major subject or training area | Degree or certofocate received |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

B. Awards or honors received _____
C. Comments on the value of the training you are receiving or have received _____
_____
_____
_____

Section IV. Evaluation of Guidance Services

A. Please answer the following questions by circling "yes" or "no." If you are uncertain, circle "?".

yes no ? 1. Generally, were the guidance services of value to you?
yes no ? 2. Did the counselors ever meet with your parents?
yes no ? 3. Were you ever counseled individually?
yes no ? 4. Were you ever part of a group counseling session?
yes no ? 5. Did you feel free to contact the counselor when you had a problem?

B. How much help were the counselors to you in each of the following areas?

| much | some | little | did not seek this service | |
|---|---|---|---|---|
| ____ | ____ | ____ | ____ | 1. Course selection and schedule |
| ____ | ____ | ____ | ____ | 2. Planning for your future |
| ____ | ____ | ____ | ____ | 3. Obtaining a job |
| ____ | ____ | ____ | ____ | 4. Entering a college or other training program |
| ____ | ____ | ____ | ____ | 5. Solving a problem with a teacher |
| ____ | ____ | ____ | ____ | 6. Discussing your grades |
| ____ | ____ | ____ | ____ | 7. Solving a problem with your parents |
| ____ | ____ | ____ | ____ | 8. Understanding your abilities |
| ____ | ____ | ____ | ____ | 9. Seeking information on jobs or schools |
| ____ | ____ | ____ | ____ | 10. Solving a problem with another student |
| ____ | ____ | ____ | ____ | 11. Understanding achievement test scores |

Section V. Evaluation of School Courses

A. Which courses that you took in school have been the most help as far as preparing you for the work or training you are now involved in?

_____

B. What courses that were not offered would have been useful to you at your present job or training?

_____

Comments:

Section VI. Dropout Survey (To be completed by those former students who left school before graduating.

A. Which of the following were the most important reasons for your leaving school?

_____1. Would rather work than attend school
_____2. To get married
_____3. Poor health
_____4. Parents wanted me to leave school
_____5. Disliked a certain teacher
_____6. Disliked a certain course
_____7. Poor grades
_____8. Expelled
_____9. Needed to help support my family
____10. Others (please list)_____

B. Which of the following might have helped keep you in school?

_____1. Changing a class
_____2. Opportunity to work part-time
_____3. Help from a counselor
_____4. Specific job training
_____5. More help from my teachers with my school work
_____6. Different friends or more friends
_____7. More support from my family toward staying in school
_____8. Nothing could have helped
_____9. Others (please list)_____

C. 1. Did your counselor talk about your decision to leave school? Yes_____ No_____
2. Are you satisfied with your decision? Yes_____ No_____
3. Have you contacted the counselor for any reason since leaving school? Yes_____ No_____
4. Have you taken or are you planning to take the General Education Development (GED) Test? Yes_____ No_____

COMMENTS

# APPENDIX D

## RESOURCES AND REFERENCES

BIBLIOGRAPHY

CAREER AWARENESS AND EXPLORATION

Peoria Public Schools
3202 N. Wisconsin Avenue
Peoria, Illinois 61603

The aim of Career Awareness and Exploration is to "help the student gain experience and skills necessary to understand himself, his environment, and outside the school; to develop socially, culturally and academically; and for eventual employability." It focuses on the teacher as planner and provider of opportunities for experiences. Goal statements are presented and details are given to aid the teacher in organizing study units around the themes of career development and exploration.

DECIDING: A LEADER'S GUIDE

H. B. Gelatt, Barbara Varenhorst, Richard Carey
College Entrance Examination Board, 1972

Deciding: A Leader's Guide "consists of three units that contain activities and exercises designed to present decision-making principles to students that they can apply directly to their life choices." These three units are values, information and strategy. Values deals with such things as a definition of values, clarification of own values and converting values into objectives for use in making decisions. Information aids the student in "learning to find information about each part of the decision and evaluating that information." Strategy deals with "calculating the risks associated with each considered alternative and applying what has been learned to making the decision."

This book may be purchased at a cost of $2 per copy from the Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

DEVELOPING UNDERSTANDING OF SELF AND OTHERS

Don Kinkmeyer

"Developing Understanding of Self and Others (DUSO) Kits D-1 and D-2 are programs of activities with accompanying kits of materials, designed to stimulate social and emotional development. DUSO Kit D-1 is organized around themes such as understanding others, understanding choices and consequences, etc. DUSO Kit D-2 focuses on themes such as toward self identity, toward self reliance and toward competence. Both kits utilize such media as records, story books, tapes, puppets, etc.

Each complete kit costs $95.00 and can be purchased from American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014.

DICTIONARY OF OCCUATIONAL TITLES

The DOT is a system of classifying occupations. Along with this function it provides a basis for filing career materials, a method for identifying workers whose skills and abilities are needed in a particular field and a brief occupational description. The classification system is based around whether the job primarily deals with "things", 'data" or "people". Different levels of complexity are also reflected within each of these areas.

DYNAMIC CONSUMER DECISION-MAKING

Career decisions, finding, getting and keeping a job, an introduction to Value Clarifcation

Educational and Consumer Relations Department
J. C. Penney Company, Inc.
Avenue of the Americas
New York, New York 10019

These are kits, put out by the J. C. Penney Company. They include such things as film strips, student worksheets, records, tapes, posters, transparencies, and booklets. "An introduction to value clarification" deals with how the individual thinks about and acts on his personal values. It consists of eight exercises to aid the student in thinking about value-laden choices. "Dynamic Consumer Decision Making" deals with the value of information in decision-making. The student learns to understand his own decisions, how they affect him and the world around him. "The Career Decisions" kit deals with how to find and keep a job. The student becomes aware of the many influences on his job choice: self, world of work and the many interactions between them. It also deals with various activities involved with the actual obtaining of a job.

ENCOUNTER IN THE CLASSROOM: NEW WAYS OF TEACHING

Elizabeth Holt
New York: Holt, Rinehart and Winston, 1971

This book deals with the use of microlabs in the classroom. Microlabs are activities which foster openness and trust and encourage a sharing and caring atomsphere in the classroom. The book details how to set microlabs up and suggests topics for interaction.

FOCUS ON SELF-DEVELOPMENT

Judith L. Anderson, Carole J. Lang, Virginia R. Scott, Patricia Miner, Melody Henner, Palo Alto: SRA, 1970, 1,2

Focus on Self-Development consists of three kits: stage one: Awareness, stage two: Responding, and stage three: Involvement. Stage one: awareness centers around awareness of self, awareness of others and awareness of environmental influences. Stage two: Responding is concerned with stimulating active response to the concepts presented. Some of these concepts include abilities and limitations, goals, social influences, etc. Stage three: Involvement deals

with such topics as making pupils aware of their own involvement, helping them accept and understand others better and helping them make decisions concerning their future involvement. All three kits utilize various media such as film strips, cassettes, records and photoboards.

HELPING AND HUMAN RELATIONS, VOLUMES I AND II

Robert R. Carkhuff
New York: Holt, Rinehart and Winston, Inc., 1969

"The two volumes of this text attempt to make operational and critical phases of effective human relations, keeping fully in focus the questions of right, responsibility and role in intervening in the life of another person." Volume I deals with selection and training. It includes literature on the current state of affairs in the treatment processes, effective modes of treatment, an inquiry into some issues and problems and a summary and overview.

Volume II deals with practice and research. It includes literature on the current state of affairs in the treatment processes, effective modes of treatment, an inquiry into some issues and problems and a summary and overview.

HOW TO USE CONTINGENCY CONTRACTING IN THE CLASSROOM

Lloyd Homme, Ph. D.
Research Press, 1969

How to Use Contingency Contracting in the Classroom is a programmed learning text. It deals with contingency contracting, a principle to motivate learning in which "conditions are arranged so that the child gets to do something he wants to do following something you want him to do." The book outlines rules and procedures to follow when using the method in the classroom such as contracting and the curriculum preparation of materials and correcting contract malfunctions.

JOB EXPERIENCE KITS

J. Krumboltz
Chicago: Science Research Associates, 1969

"An occupational clustering system and curriculum implications for the comprehensive career education model, Technical Report 72-1." J. E. Taylor, E. K. Montague, and E. R. Michaels. Columbus, Ohio: Human Resources Reserach Organization, The Center for Vocational and Technical Education.

JOB FAMILY SERIES BOOKLETS

Science Research Associates
359 E. Erie Street
Chicago, Illinois 60611

These booklets group jobs by common factors such as interest and skill. They are aimed at grades 9-Adult and help broaden the student's occupational considerations. Some examples of titles are: agriculture, clerical work, health, performing arts, and technical work. Each booklet is 48 pages.

KNOWLEDGE NEEDED TO OBTAIN WORK (KNOW)

Thomas J. Jacobson, Ph. D.
San Diego County Board of Education, 1973

KNOW "has been prepared to assist individuals in understanding the process and necessary steps for seeking and obtaining employment." KNOW aids teachers and counselors in working with students. The topics dealth with are selecting a job, finding employment opportunities, filling out an application, preparing to take an employment test, preparing for the interview, interviewing, and follow-up on job applications. KNOW makes extensive use of overhead transparencies.

LIFE CAREER GAME

The Life Career Game is an aid to students in learning the meaning of planning in their lives. It concentrates on the areas of future, education, vocation, family, and leisure. The information used in the game is based on U.S. census data and national surveys. In playing the game, the individual manipulates the life of a hypothetical student in such areas as choosing educational programs, getting married, applying for jobs and experiencing unplanned events.

The game may be purchased at a cost of $6 from the Educational Materials Center, Palo Alto Unified School District, 25 Churchill Avenue, Palo Alto, California 94306

A MODEL FOR CAREER DEVELOPMENT THROUGH CURRICULUM

L. Sunny Hansen
Personnel and Guidance Journal
Vol. 51(4), 1972

"This article describes a practical model for a systematic, sequential approach to career development in the K-12 curriculum." The article uses a broad definition which focuses on self development as the center for career development. Hansen lists several outcome objectives and then details several strategies for implementation of these objectives. A bibliography is included at the end of the article.

OHIO VOCATIONAL INTEREST SURVEY

Ayres G. D'Costa, David W. Winefordner, John G. Odgers, Paul B. Koons, Jr.
Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

The OVIS is a link between the individual seeking information about jobs and the occupational classification system provided in the DOT. The student rates job activities on a scale from "like very much" to "dislike very much." In this way he sets up a pattern of his likes and dislikes which is then correlated with the DOT classifications.

PEER COUNSELING IN THE SECONDARY SCHOOLS: A COMMUNITY MENTAL HEALTH PROJECT FOR YOUTH

Beatrix S. Hamburg, M. D. and Barbara B. Varenhorst, Ph. D.
American Journal of Orthopsychiatry, 42(4), July 1972, p. 566-581

"Peer Counseling in the Secondary Schools" is an article dealing with a program to train students, jr. high and high school to help each other with personal problems. The article outlines a rationale for peer counseling, a description of the program, some of the steps of program implementation, the training curriculum for peer counselors and an evaluation of the program.

SCHOOLS WITHOUT FAILURE

William Glasser, M. D.
New York, Harper and Row, Publishers, 1969

"This book applies Dr. Glasser's theories of Reality Therapy to contemporary education." He maintains that today's education is failure-oriented which leads to delinquency or withdrawal on the part of some children. Dr. Glasser has new innovations with which to reach these children. He utilizes discipline, but no punishment, and aims toward positive involvement and individual responsibility. One of his major tools is the use of the class as a counseling group through which growth can be facilitated and problems solved.

SEARCH FOR VALUES: A DIMENSIONS OF PERSONALITY PROGRAM FOR HIGH SCHOOL AND ADULT EDUCATION

Pflaum/Standard
38 West Fifth Street
Dayton, Ohio 45402

"Search for Values is designed to help students sort out their actions and feelings about the world within and around them." This is a kit to aid the student in taking a look at the values he holds, where they came from, and how he can form new ones. It deals with the concepts of time, competition, authority personal spaces, commitment, relationship and images. There are 44 activities involving large and small group discussions, one-to-one experiences, role-playing activities, and keeping a diary.

The search for Values program costs approximately $45 per kit which includes all materials plus 77 spirit masters and a 112 page teacher text. The program is sold as a total package only.

TEACHING FOR CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL: A LIFE CENTERED APPROACH

Walter Wernick
Workington, Ohio
Charles A. Jones Publishing Company, 1973

"The book explains what career development entails, why career education activities are necessary in the elementary school, and how plans can be developed within a variety of educational settings." It deals with topics such as designing instructional activities for career development, developing the art of teaching in career education, and evaluating care education and many more. The intent of the book is to stimulate creativity on the part of the teacher. An extensive appendix includes sample forms and various activities which could be utilized in the teaching of career development.

WINKS AND TICKLES, OR A FEW SUGGESTIONS FOR GETTING STARTED

ABLE Model Program
Dr. Walter Wernick
Project Director
Northern Illinois University
DeKalb, Illinois 60115

Winks and Tickles is a manual outlining a process for forming an organizing center. An organizing center is anything around which one can plan a course of study. In this case, the world of work is the focus of the organizing center. The author utilizes a three dimensional framework emphasizing "(1) accessibility: what kinds of materials are available to the learner, (2) accomplishment: what kinds of performance opportunities are open to the learner and (3) mobility: what content areas (subjects) can emerge from this idea?" These three concepts are expanded and comprise the main body of the manual.

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